



From mountain to sea

Barthol Chapel School

Delivering Excellence and Equity Policy & Raising Attainment & Achievement Strategy



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.

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, reliable and valid evidence is necessary to raising attainment and achievement.

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

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, participation levels, engagement levels, standardised assessment scores, staged intervention level, HWB profile and the Curriculum for Excellence level in which they are operating at in Reading, Writing, Talking & Listening, Numeracy and Health & Wellbeing. We also track and celebrate children's wider achievements. These link directly to the school's values.

A range of class work/holistic assessments will inform the class teacher's judgment on attainment. Aberdeenshire Progression Frameworks and Education Scotland Benchmarks will be used to confirm if a learner has achieved a level.



Requiring Support (**RS**), On Track (**OT**), Achieved (**A**), Exceeding Expectations (**EE**), Appropriate Progress (**AP**) are used to describe the progress.

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* (NIF), highlights the importance of schools having a range of data and information to support them in raising the attainment and achievement of all learners. 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 and achievement of all learners, as well as take effective action to address the attainment gap. Regular, systematic analysis of data, including trends over time, will allow us to:

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

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

- A learner's starting point needs to be established. In some cases, this may involve carrying out a baseline assessment.
- Consideration is given to a learner'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 learner'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 learners who have under-performed historically and the progress of these learners needs to be accelerated if the attainment gap is to be narrowed.

Closing the Gap

A simple mnemonic, **KAMS**, is used at Barthol Chapel School to develop and embed systematic and effective approaches to analysing and responding to data:

Know your gaps (good data analysis that leads to action and impact).

Address your gaps (having a clear plan for progression, ensuring highly effective learning & teaching, personalised pupil support and intervention).

Mind your gaps (regular, systematic assessment, monitoring and tracking).

Share success (move ideas around, scale-up interventions that work).



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.

Are we aware of the SIMD data (along with other relevant information) of our learners?

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?



Wider Achievement

At Barthol Chapel School, we celebrate the wider achievement and participation of all our learners.

We ask parents/carers and learners to share their participation achievements with us through our Participation Passport. The 'Four Arenas of Participation' provides a framework to help us understand and develop when, where, and how learners can have a say in schools. These are then shared in assembly and on our learners individual 'Barthol Chapel Me'.

Participation is an essential part of a child's learning. It promotes skills for life and work as well as skills for learning. Our Participation Passport make suggestions for parents as to what activities can be deemed participation. These link directly to the school's values, and the four capacities for learning which form the heart of Curriculum for Excellence. There is now considerable evidence from research that supports the view that addressing learner participation enhances school life, and improves a range of outcomes for learners.

The Four Arenas of Participation



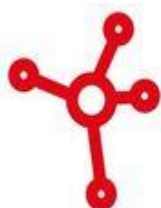
Learning, Teaching, and Assessment



Opportunities for Personal Achievement



Decision Making Groups



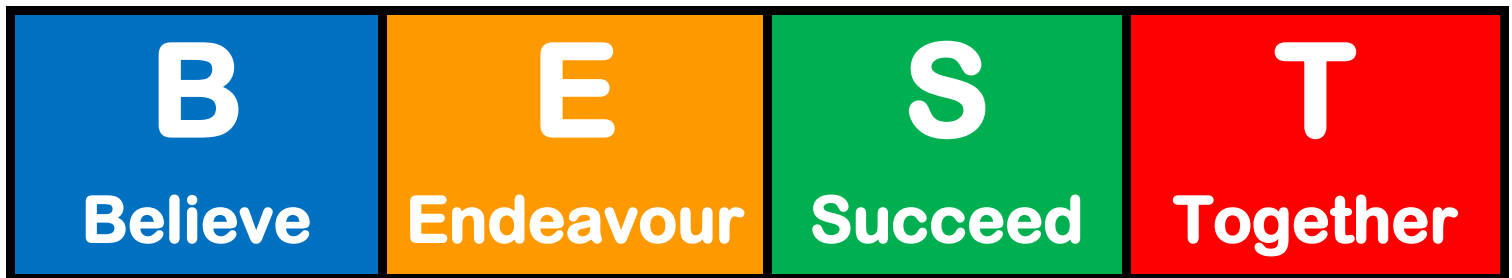
Wider Community



Raising Attainment & Achievement Strategy 2018/19

Our Vision

Barthol Chapel School is a place where everyone works together as a team to create a respectful ethos where we all try our best, learn from mistakes and celebrate each other's success. We do this by being our...



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 Over Time

Attainment for session 2018/19 (as at June 2019)

Reading	Writing	Talking & Listening	Numeracy
88%	82%	91%	91%

Attainment for session 2017/18 (as at June 2018)

Reading	Writing	Talking & Listening	Numeracy
82%	80%	85%	82%

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

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



Key Aims for Improvement 2019/20

Improvement Priority 1: Delivering Excellence - Improvements in Learning, Teaching & Assessment

- By June 2020, all staff will have increased confidence when using a range of assessment information to make valid, reliable judgements of progress through a level and achievement of a level.
- All staff will have increased confidence in their professional judgement in CfE level achieved through participation in rigorous moderation activities.
- All staff will have increased confidence in designing and implementing holistic assessments which evidence breadth, challenge and application of learning.
- Learners leadership of their learning will increased through strengthening their engagement and participation in the assessment process.

Improvement Priority 2: Delivering Equity - Improvements in Achievement & Participation

- To develop the range of opportunities our learners have to participate in a range of activities, clubs and events, in particular those who do not have this opportunity.
- To work with colleagues, learners and families to understand the cost of the school day
- To understand the cost of the school day to implement a range of impactful policy and practice changes to support children and families to learn and participate.

Areas of our work which we will continue to develop:

Continue to embed Learning & Teaching Policy as the guide for effective learning & teaching.

To further embed peer learning visits as a regular feature of the school improvement agenda to share best practice and further develop the consistency across the school.

Continuous Improvement activities will continue to focus on consistency of learning, teaching and assessment.

Further expand on whole school self -evaluation approaches to develop 'stakeholder' voice - Use of HGIOURS with pupil and parent focus groups.

