



## **Raising Attainment Strategy**

### **Insch School**

*“Reach for the Stars”*

*“We can see that every kid is an individual, that every child is talented. It is up to the teacher, the coach or the trainer to see those talents, to review them and to help the child to develop them.”*

Swimmer, Alexander Popov.

This advice takes us to the heart of Insch School’s strategy of Raising Attainment.

Allison Conner, Head Teacher, March 2017

**At Insch School we are determined to secure the highest possible academic and emotional, social wellbeing attainment for each and every pupil in our school.**

All staff in our schools will seek to:

**Create an ethos of achievement by:**

- developing and sustaining a belief that all learners, including the lowest attaining individuals, can achieve success;
- demonstrating a commitment to inclusion, fairness, equality and equity,
- being ambitious for all learners and having high expectations of them;
- setting challenging tasks, differentiated to meet needs, and maintaining an appropriate pace of learning;
- promoting a 'can do' attitude,
- learners are encouraged to 'Reach for the Stars';
- responding promptly to evidence of under-achievement e.g. Incas/ Epips/ TMR data,
- using praise judiciously to motivate learners and to encourage them to value their own successes and respect the achievements of others e.g. Golden Table, Head Teachers Award, Insch Achievement Stars,
- enabling parents and carers to play a full part in the their children's education and in the life of the school;
- providing leadership opportunities' for young learners where they are encouraged to be role models and demonstrate a commitment to achieving high levels of success; e.g. House captains, Clubs for Classmates, Digital and Literacy Leaders.

**Ambition**

- At Insch School, our pupils understand the ethos of high expectations and achievement in our school. They know this through our Vision, Values and Aims: Reach for the Stars: Aim High, Show Respect, Be safe and Value our Community.
- Our curriculum enables all children to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors in school, in their wider lives and in the community of Insch e.g. Church, Scouts, music, sport. Achievement is celebrated across the school.

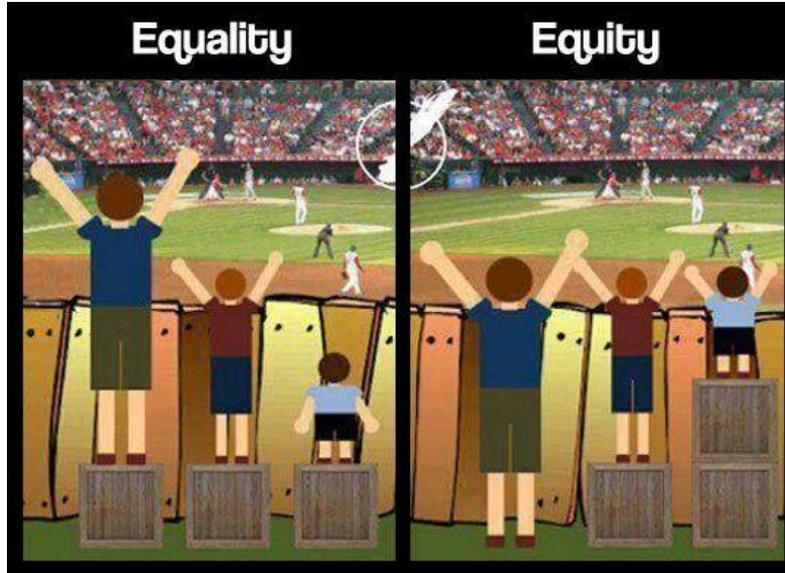
**Inclusion**

- We plan a flexible curriculum which remove barriers linked to poverty, race, gender, disability and aims to meet the needs of our Additional Support Need pupils;
- We have reduced and continue to reduce the incidence of disruptive behaviour which impedes learning and teaching;

- We are planning more and more effective partnership working with other agencies and with the parents of children who are at risk of missing out on educational opportunities: RDA, swimming, BLC, Forest Owls;
- We aim to reduce the number of exclusions from schools.

### Equality

In the 1<sup>st</sup> box it is assumed that everyone will benefit from the same supports. They are being treated equally.



### Equity

At Insch School individuals are given different supports to make it possible for them to have equal access to the curriculum. All pupils are treated equitably.

## Achievement

- We are improving pupils' attainment in class work across all curricular areas;
- Our Reporting to Parents initiative is seeing higher levels of parental engagement in their children's learning and in the life of their school;
- We have focused on reading improvement this session 2016-17 and plan to focus on Maths and Writing next session 2017-18. This will result in increased attainment across the school. H&WB attainment is increased over the past 2 years as result of our whole school daily Relaxation sessions, Insch KM Club and resilience work;
- We know who our lowest achieving, middle achievers and top achievers are across the school population and plan creative ways to raise attainment for all pupils.
- We have a robust system in place that tracks individual pupil attainment across the school and holds regular professional discussion with staff to ensure learners are progressing at the expected level.

**We focus on outcomes for individual pupils and maximise success for all learners by:**

- ensuring that planning is based on a clear identification of the needs of all their learners and that it is designed to address and meet these needs, resulting in successful learning and the development of the learners' confidence, their skills and their ability to contribute;

- planning and assessing from the curriculum benchmarks. These are helping our teachers to plan a progressive curriculum that matches the needs and abilities of all our young learners.
- taking the learners' prior learning into account when future outcomes, related both to the curriculum and to personal development, are being determined;
- involving learners in identifying clear and challenging targets, appropriate to their age and development. There is still work to do here.
- Giving our learners the skills to talk about their learning. Teachers know what they are teaching and learners know what they are learning. They can explain their learning. We are making learning more Visible.
- explaining the learning intentions and deriving success criteria in conjunction where possible with learners so that they are clear about the expected outcomes;
- in schools, encouraging pupils to achieve success on a number of fronts, in school and out with school. Pupil success is celebrated in school using the Inch Stars for Success Award, MAD Award, HT Awards, Inch School Sharing Learning Scrap book and School TV. E.g. for example in work done in class, in class, in improving health and fitness; in participation in extra-curricular activities involving sport, music, drama and debating etc;



### **Tracking and monitoring attainment and achievement**

In relation to tracking and monitoring attainment and achievement we will:

- Continue to track individual pupil progress across H&WB, Literacy (Talking and Listening, Reading and Writing) and Numeracy throughout their lives at Inch School.
- Use quality assessment evidence to help inform teacher judgement of CfE levels;
- Continue to hold professional discussions between SLT and teachers to ensure attainment is as high as possible.
- Continue to plan support and challenge for individual pupils to raise attainment higher and ensure each child reaches their potential.
- Continue to review and adapt our Tracking and Monitoring system to ensure it is as robust as possible.
- Continue to support teachers in their professional judgement of CfE levels.

### **Reporting Reports on the progress of individual learners at Inch School.**

We have worked hard to improve the way we report to parents. We do so more regularly and meaningfully throughout the school year using our Learning Stories and

Open Afternoons and Meet the teacher events. Our end of session reports have been designed collaboratively between parents and teachers. We believe they are now more parent friendly. They put the learner at the heart of the report. Our reports tell parents how their child is progressing in school and identifies their next steps in learning.

### **Continuing Professional Development**

If there is to be climate of achievement then all staff must feel valued. At Insch School, we invest in continuing professional development and training. We are creating a culture of professional learning, collegiately and professional leadership among our staff e.g. staff leading collegiate sessions in Science, Numeracy and Digital Technology. Our Professional Review and Development policy for staff is key to promoting this climate.

### **Monitoring and Evaluating**

At Insch School we take every opportunity to seek stakeholder views on school developments. We do this to ensure there is impact for our young learners. In leading school development we aim to improve outcomes for all young learners. Procedures for monitoring and evaluating the impact of the improvements on attainment and achievement will therefore make use of the relevant Quality Indicators in HGIOS and HGIOELC.

Some examples of how we monitor and evaluate at Insch School include regular Parent Postcards, Nursery Together Tuesday Questions, annual P4-7 SHANARRI pupil survey, annual parent and staff questionnaires, QA Calendar: Learning Circles, Class Visits, Jotter Sampling. Our staff Learning Buddies ensure moderation, professional learning and dialogue is embedded in our culture.

AJC 27/2/17