

Fyvie Primary School



Delivering Excellence and Equity Policy

Raising Attainment & Achievement Strategy 2024/25



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 Fyvie School by developing a broad range of skills and capacities, whilst supporting them to thrive, regardless of their social circumstances or additional learning needs.

Objectives

- Highly effective leadership is key to ensuring the highest possible standards and expectations are shared across Fyvie 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 Fyvie 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 Fyvie School

Our tracking system at Fyvie School provides us with access to a range of up-to-date core data on pupils such as their attendance, SIMD, resilience, wellbeing, 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. We also track and celebrate children's wider achievements. These link directly to the school's values.

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

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>

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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 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 Fyvie School 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.

Know the Gap, Address the Gap, Mind the Gap, Share Success

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

Know the gap - robust data analysis that leads to action and impact,

Address the gap - having a clear plan for progression, ensuring highly effective learning & teaching, personalised pupil support and intervention,

Mind the gap - 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 Fyvie 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 Fyvie School, we celebrate the wider achievements of all our learners. We track pupil engagement with opportunities for achievement outside school. We also ask parents/carers and learners to share their achievements with us through our Golden Book. These achievements are then shared in class and in assembly. Wider achievement is an essential part of a child's learning. It promotes skills for life and work as well as skills for learning. Our next step for our pupils is to support their ability to articulate these skills and link them to the skills development across our curriculum that we have planned for Session 24/25.

These skills we will be developing and applying will support the schools aims (the four capacities for learning which form the heart of Curriculum for Excellence), which are for our pupils to be;

Successful Learners with

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement.
 - Openness to new thinking and ideas

Confident Individuals with

- Self-respect
- A sense of physical, mental and emotional wellbeing
 - Secure values and beliefs

Responsible Citizens with

- Respect for others.
- Commitment to participate responsibly in political, economic, social and cultural life.

Effective Contributors with

- An enterprising attitude
 - Resilience
 - Self-reliance

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Our Vision

Growing Successful Futures Together

Fyvie 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.

Our Values

Happy Achieving Respectful Everyone Together



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 Position Statement*).
- A range of planned and effective approaches to assessment.
- Quality feedback should support 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.

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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 as of June 2023

	Reading	Writing	Talking & Listening	Numeracy
P1	73.33%	66.67%	86.67%	86.67%
P4	59.85%	55.00%	70%	80.00%
P7	73.68%	73.68%	73.68%	84.21%

Key Aims for Improvement 2024/25

- Fyvie 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.
- Fyvie School's strategic improvement plan will outline the range of collaborative approaches and activities used to plan continuous improvements.
- Staff at Fyvie 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.
- Fyvie 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 Literacy. Learners will be involved in shaping success criteria and use target cards to work on next steps as well as setting targets for themselves (where appropriate).
- Learners at Fyvie School will use the language of learning, promoting a growth mindset, building resilience so that everyone sees 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 - (OWL – Our Way of Learning). 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 Fyvie 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.
- School and cluster wide moderation activities will ensure that staff have greater confidence in awarding a level and have a shared understanding of what achievement of a level looks like at each stage.