Torrance Primary School

Raising Attainment & Achievement and Ensuring Equity for All Policy
January 2024

This Raising Attainment and Achievement Policy is part of a set which together make up our School Improvement Strategy. It should be considered alongside these others e.g. Self-evaluation, Assessment, Curriculum Rationale and within the context of our Vision, Values and Aims statement.

1.0 Rationale

'Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances."

Raising Attainment, Scottish Government, March 2012

"Children's education should develop each child's personality, talents and abilities to the fullest."

United Nations Convention on the Rights of the Child, Article 29

This policy reflects national advice and guidance for improvement as directed through the National Improvement Framework. Furthermore, this policy is written in line with East Dunbartonshire Council's strategy for Raising Attainment, whilst reflecting the approaches taken within Torrance Primary School to meet the needs of all learners. In order to achieve the intended aims, set out in the National Improvement Framework, to close the poverty related attainment gap, the school's approaches towards the Pupil Equity Funding are discussed in the final section of the policy.

Section 1 – National Improvement Framework Overview

1.1

The National Improvement Framework details key drivers for improvement and describes responsibilities at school level. Evidence from self-evaluation against these drivers will inform the standards and quality reporting and the improvement priorities.

This policy is structured around the key drivers for improvement within the National Improvement Framework. This approach is used by Torrance Primary to review and develop its strategies to raising attainment and ensuring equity for all children.
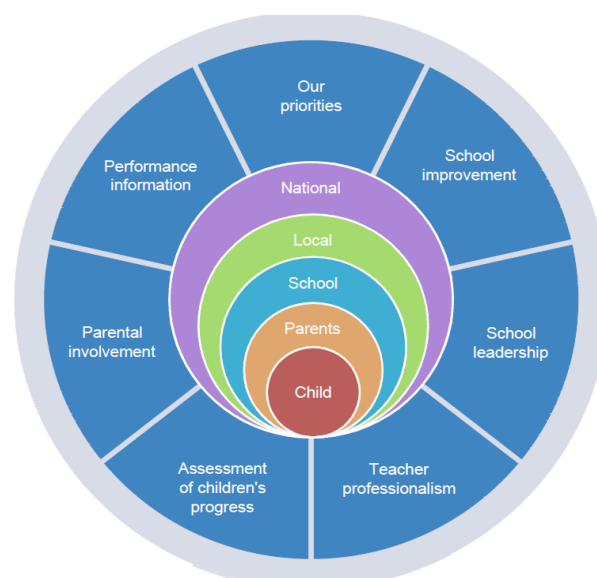
1.2 Aims:

- A school ethos that puts the wellbeing of children at its centre;
- An equitable approach to meeting the needs of all learners - a belief that every child matters and can achieve at the highest level;
- A strong focus on the teaching of Literacy, Numeracy & Mathematics and Health & Wellbeing;
- Ensuring high quality learning experiences across all curricular areas – learners who are engaged and active participants;
- Rigorous assessment procedures and an effective tracking system to monitor the progress of learners;
- Using data intelligently to identify strengths and areas for improvement;
- Leadership at all levels that empowers and builds the capacity focusing on improved outcomes for all learners;
- Professional learning opportunities that continually develop the skills and competences of our staff;
- A strong and effective partnership with all stakeholders, including parents, that positively impacts on the achievement of pupils.

2.0 Improvement Framework for Torrance Primary School

Introduction:

Raising attainment & achievement and ensuring equity for all pupils is the core function of our school community. Attainment is a measure of educational progress assessed against recognised standards while achievement goes far beyond this to recognise the range of skills and personal successes gained in school, at home and within the community, including attributes such as effort, determination and independence. Attainment and achievement opportunities are equally important for children to develop self-confidence and become responsible citizens ready for lifelong learning and the world of work. This policy outlines how we plan to continue to raise attainment and achievement for all of our children.

2.1 School Leadership

Leadership at all levels is a key important aspect of the success of Torrance Primary. This includes leadership of learning and leadership of change. In Torrance Primary the Head Teacher works in partnership with staff, children and parents to develop a shared vision for change and improvement. There is a clear strategic improvement plan which is informed by effective self-evaluation and agreed collegiately with staff. Staff at all levels are empowered to develop leadership. Opportunities for pupils to take on leadership roles, including the leadership of their own learning, are prevalent throughout the school.

All staff are involved in the self evaluation process to ensure a clear understanding of the school's journey to improvement and what the next steps are to continue to improve. All staff are engaged in the professional review and development process which has a positive impact on school improvement.

Leadership within the school is evident at all levels. Staff throughout the school are effective in leading School or Cluster Improvement Plan priorities and are well supported and encouraged by

the Senior Management Team in leading different initiatives. Most staff have responsibility for different curricular areas and have a strong involvement in cluster working. Teaching staff work collegiately to revise school policies and programmes. Staff are involved in sharing good practice through classroom visits, joint planning, staff and stage meetings and through cluster working.

Children demonstrate leadership through their roles in the Pupil Council, Eco-Committee, Children's Rights Ambassadors, Library Committee, Playground Committee, Sports and Health Committee, Digital Leaders or as JRSOs. Children have opportunities to take responsibility through assemblies, participating in class meetings, being play leaders and buddies to younger pupils.

2.2 Teacher Professionalism

All teachers and support staff in Torrance Primary have a Professional Review and Development as detailed in EDC's policy.

Torrance Primary's School Improvement Plan clearly details the professional learning required to implement priorities. This is linked to Staff Professional Review and Development and encompass all forms of professional learning. All teachers record and evaluate their professional learning as part of the requirements for GTCS Professional Update.
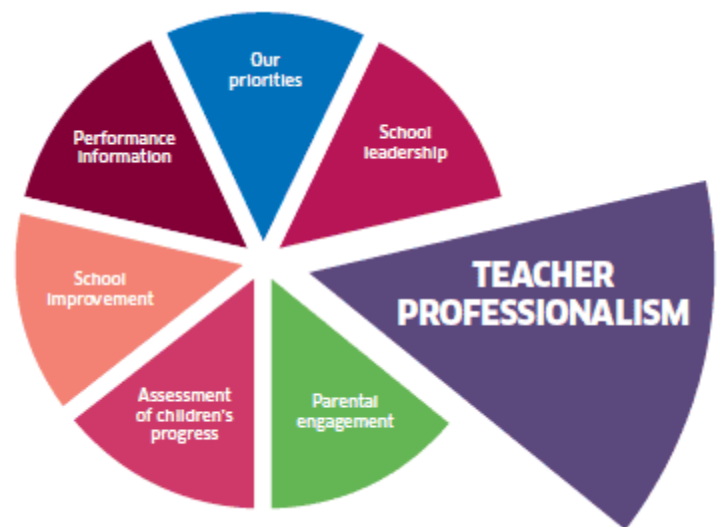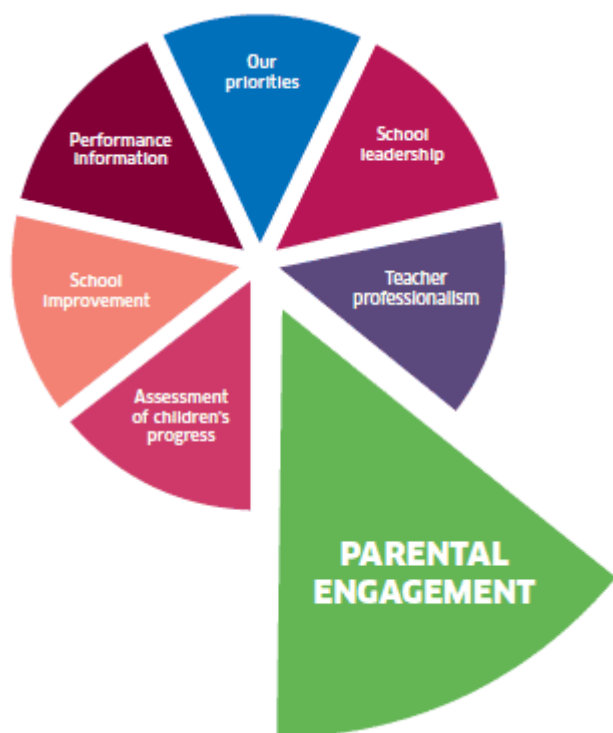
Staff in Torrance Primary have opportunities to lead on curricular developments and to be members of Professional Learning Communities within the school and within the authority. Professional learning communities are established to share practice and support pedagogical developments including assessment and learning and teaching. Practitioner enquiry is at the core of professional learning. In Torrance Primary, this is supported by the Council's Psychological Service and by Quality Improvement Officers.

Teachers' professional judgement within assessment is of crucial importance in ensuring the highest standards of attainment and achievement. There are opportunities in Torrance Primary and in cluster working to support teachers to engage in moderation activities.

The central team within the Education Service provides a professional learning programme in relation to Curriculum for Excellence, Early Years and Additional Support Needs. The Council's Training and Development Team provide a training programme including a Leadership development programme. The SMT and all staff at Torrance Primary school are fully aware of this programme and regularly participate in the opportunities this provides.

2.3 Parental Engagement

Parents and carers have a key role in supporting their child's learning and development in Torrance Primary. The school continues to develop its Parental Engagement programme to extend and develop opportunities to involve parents in their child's learning. Current practices include: Meet the teacher evening, sharing the learning events, school assemblies, curricular events and open afternoons. Curriculum information leaflets are available to parents to provide guidance on key areas of learning.

Parents are provided with clear information in relation to their child's progress – sharing of learning with parents, parent consultations and end of year reports. Arrangements for reporting have been developed in consultation with the Parent Council.

Torrance Primary has a programme in place to involve parents in their child's learning and development. Parents and carers have planned opportunities to work in partnership with the Depute Head and Class Teacher to plan and review pupil targets for universal and targeted support plans. This includes opportunities for family learning.

To ensure equity for all children, Torrance Primary works in partnership with a range of agencies including Social Work, Health, and Police. This is a crucial element of the implementation of Getting it Right for Every Child.

2.4 Assessment of Children's Progress (See Assessment Policy)

2.4.1 – Assessment Strategy

Torrance Primary has robust and rigorous approaches to assessment. The school's assessment strategy is in line with the principles Curriculum for Excellence and a suite of assessment approaches are used appropriately to ascertain learners' progress. The following key elements are in place:

- purpose and principles of assessment
- links between learning, teaching and assessment
- formative assessment approaches
- range of assessment methods
- place of summative or standardised methods
- arrangements for moderation
- arrangements for tracking and improving children's progress
- reporting, recognising achievement, profiling
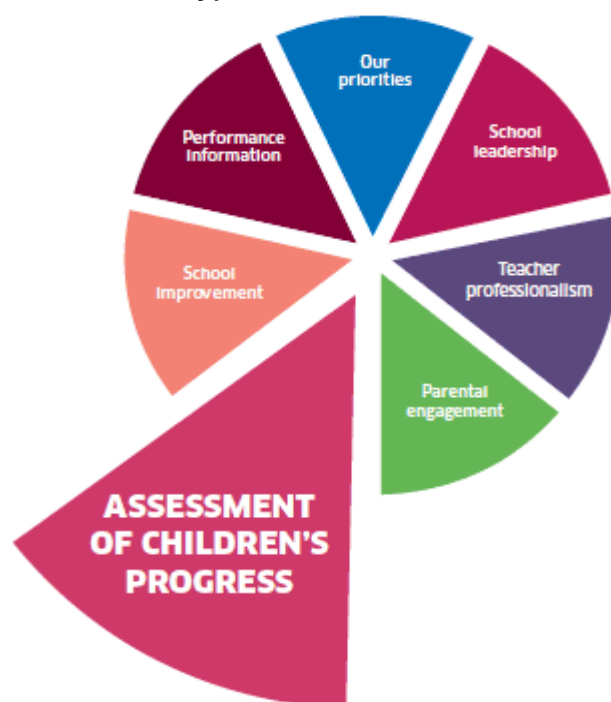
Torrance Primary has clear arrangements for moderation to share standards of achievement of a level of Curriculum for Excellence.

Data is used effectively to rigorously analyse attainment to inform improvement. Torrance Primary has an effective tracking system to track the attainment and achievement of individual children with the appropriate intervention strategies in place to provide support.

At Torrance Primary, we record the Curriculum for Excellence level achieved by individual pupils in Reading, Writing, Listening and Talking and Numeracy.

Torrance Primary ensures that the tracking of children's progress is supported by effective intervention to assess, support and monitor children with additional support needs. This is in line with the Council's strategy to ensure the implementation of Getting it Right for Every Child (GIRFEC).

There is a system in place to track children's wider achievement and this includes intervention for those at risk of missing out.

2.4.2 – Wellbeing, Equality & Inclusion

Wellbeing is central to the life and work of the Torrance Primary. There is a highly apparent, nurturing and caring ethos in the school. Relationships between adults and children are extremely positive and children are treated with equality, fairness and respect. There is a positive working ethos and a sense of fairness.

Children are respectful of others. They are confident and articulate in expressing their opinions and ideas. Staff are alert to the social and emotional needs of pupils and ensure these are well supported. Overall there is a strong emphasis on the care and welfare of children. Wellbeing programmes, (e.g. PAThS and Emotion Works) are well established across the school and impact positively on pupil resilience and the wider school ethos. Seasons for Growth is implemented when required to support children experiencing loss. Staff and pupils have developed their understanding of 'Growth Mindset' and a framework of lessons has been created to support learners' resilience.

Learners' needs are very well met through an effective and well documented universal/targeted support process (See Personalised Support Strategy Paper). Staff have a clear understanding of the various strategies that could be employed to provide universal support within a classroom and through the use of ABLe materials can identify appropriate strategies to provide targeted support where necessary. Support for learning is effectively co-ordinated and ensures children experiencing barriers to learning are identified early and that they are well supported to access the curriculum and the wider life of the school. Pupils are involved in the setting of targets and pupil-friendly plans to ensure ownership are regularly reviewed. Support staff are very effectively deployed in classrooms to support pupils. There are very effective transition arrangements for children with additional support needs. Staff know their children very well and information is shared appropriately and in advance of transitions.

Information from the Scottish Index of Multiple Deprivation and the Risk Matrix is used to ensure that children from the most disadvantaged backgrounds or at the highest risk are identified, their progress is closely monitored and appropriate interventions are made to support them, if required.

2.4.3 – Learning, Teaching & Assessment

Teachers employ a range of teaching styles and strategies to engage children in their learning. Children have opportunities to work both individually and in pairs or groups across the school in stimulating learning contexts. Teachers use questioning to elicit prior learning and to make explicit links with real life contexts. Formative assessment is used consistently in class lessons and as an integral part of target setting for learning journeys. Teachers and children engage with learning intentions co-construct success criteria and have opportunities to self and peer assess against these success criteria.

Learners are motivated and engaged. They demonstrate good levels of understanding and are given opportunities to develop skills for learning and life. Through target setting and the co-constructing of success criteria children are aware of how to be successful in their learning and know how to achieve their next steps in learning.

The pre-5/primary transition programme includes effective links between school and nursery staff and a comprehensive transition programme supports pupils moving from nursery to Primary 1. There is an extensive and very effective transition programme in place with Boclair Academy and visits are made by secondary staff to prepare P7 pupils for their move to secondary (including an enhanced transition programme to support identified children).

A variety of assessment approaches are used to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is used to report on children's progress.

2.4.4 – The Curriculum (See Curriculum Rationale)

The rationale for the curriculum is based on a strong ethos of respect for all and achievement. Curriculum development has involved staff in taking forward school and cluster initiatives in a range of curricular areas. Curriculum areas are refreshed on a regular basis. Staff are confident in using Experiences and Outcomes and Benchmarks to plan learning experiences.

Teachers plan lessons in Literacy and Numeracy using progressive, skills-based programmes of study. Forward plans in these areas encourage teachers to plan across levels to ensure there is no ceiling to achievement. Moderation activities provide valuable opportunities for staff to engage in professional dialogue, share practice and agree the achievement of levels using Benchmarks to achieve this.

The school is extending the use of digital technology and the application of Literacy and Numeracy skills across learning ensure that pupils have a depth of knowledge.

The curriculum provides opportunities for children to make links across their learning. Staff plan interdisciplinary learning (IDL) incorporating a range of subjects including Art, Drama, Social Studies and Science. Focus areas enable children to receive a breadth of learning planned within relevant themes and topics with links to other curricular areas. Learning through cross cutting themes such as sustainability, global citizenship and enterprise is embedded in IDL work and is supported by the work of the Eco-Committee and Pupil Council.

The curriculum for Health and Wellbeing is well planned using effective planning frameworks based on the experiences and outcomes. Links are made to other curricular areas. The school

provides children's entitlement of two hours quality physical education. Sexual Health and Relationships Education is implemented through a whole school approach.

Children are provided with challenging and interesting activities to develop their knowledge, understanding and skills in science focused on the experiences and outcomes. In RME the programme provides children with an understanding of beliefs, values and practices of world religions. Links are made to other curricular areas and interdisciplinary topics. In the Expressive Arts, children's art work is linked to other curricular areas and demonstrates a wide range of skills and an understanding of how techniques can be effectively used. Children are also experiencing stimulating lessons in drama which are developing their self-confidence. Learners demonstrate effective team work and confidence in evaluating others' work. They can justify their opinions linked to success criteria. There is a clear focus on skills progression in ICT linked to other curricular areas. Staff provide children with appropriate challenge in using technologies through a wide range of stimulating opportunities.

2.4.5 – Attainment Over Time

There is a robust and effective system for tracking children's progress which informs teaching approaches to ensure progression, depth and breadth of learning. A suite of school assessments is used alongside standardised assessments and the evidence from these underpins professional dialogue and informs learners' next steps. Baseline and Standardised tests are examined by the Senior Management Team in order to track pupils' progress and determine gaps. This information is shared with teaching staff and helps them to organise groups and meet the needs of individual children.

The school is committed to self-evaluation and there is a robust system for monitoring teaching and learning and meeting the needs of children. Senior managers are committed to improving the quality of learning and teaching in classes. They carry out classroom observations and quality teaching and learning meetings to feedback on observations. Learning conversations with children to gather children's views about their learning are also regularly conducted. Assessment/Tracking Meetings, Forward Planning Meetings and Supporting Learners' Needs Meetings encourage professional dialogue between teachers and senior managers.

2.4.6 – Recognising Wider Achievement

Wider achievement is tracked and recognised in a number of ways:
- Recognition of out of school achievements
- Achievement assemblies
- Achievement certificates
- Achievement wall in school
- Tracking of pupil involvement in school/ after –school activities and pupil responsibilities

2.5 School Improvement (See Self-Evaluation Policy)
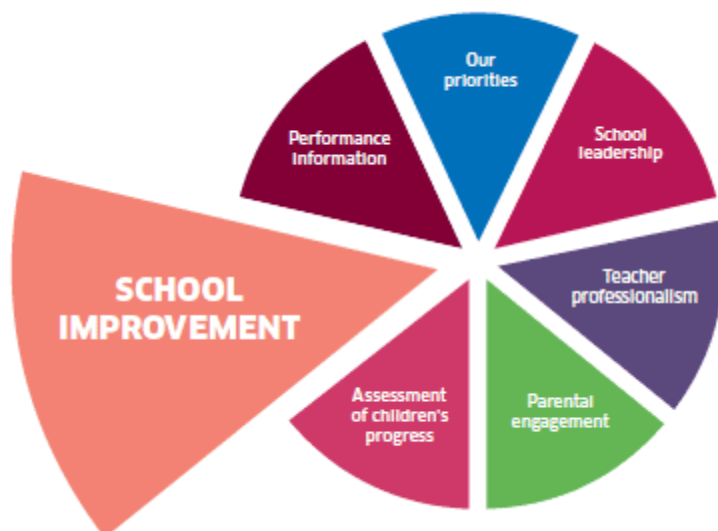
In Torrance Primary the key to raising attainment and achievement lies in the successful implementation of Curriculum for Excellence. This requires the three elements:

- Curriculum;
- Assessment; and
- Learning and Teaching

to be linked and informed by robust self-evaluation. The aim is to ensure progression in learning for all children and young people.

Curriculum for Excellence requires that Torrance Primary works across sectors to develop and implement approaches to the curriculum, assessment and learning and teaching. The Authority's 3 to 18 Management of Cluster Working Policy has informed the development of this approach.

Torrance Primary has a clear curriculum framework with the following in place:

- Clear rationale for the curriculum;
- Clear strategic framework to support planning;
- A skills progression within each curriculum area;
- A plan in place to develop and refresh curriculum areas;
- Planning ensures progression in learning; and
- A framework in place for Literacy, Numeracy and Health and Well Being.

2.6 Performance Information

Torrance Primary uses a wide range of data to inform approaches used to raise attainment including:

- Information from monitoring and tracking systems;
- On-going Assessment (formative);
- Periodic Assessment;
- Standardised Test results, including Scottish National Standardised Assessments
- Baseline/PIPs results in Primary 1;
- Strengths and Difficulties results from nurseries
- Progress information from nurseries

Standardised test are implemented at a range of stages across the school and the results are recorded for each pupil as part of the tracking of attainment for individual children. This data is also analysed as part of self-evaluation in order to inform improvement at class and school level.
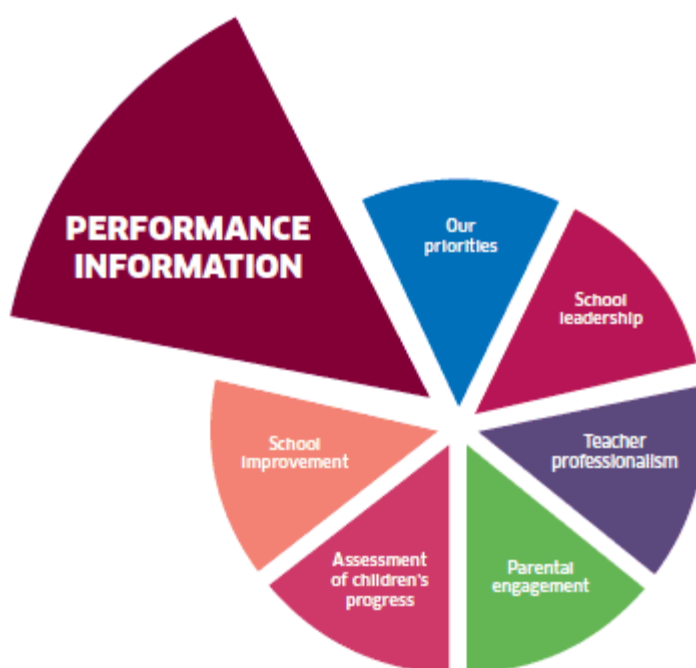
3.0 Raising Attainment in Torrance Primary School

Taking account of the guidance provided nationally, through the National Improvement Framework, locally from EDC's Raising Attainment Strategy and from self-evaluation activities, Torrance Primary School continues to raise attainment through focusing on the following areas to further develop school improvement. This strategy encompasses the NIF drivers and key aspects of How Good Is Our School 4 to guide approaches to self-evaluation.
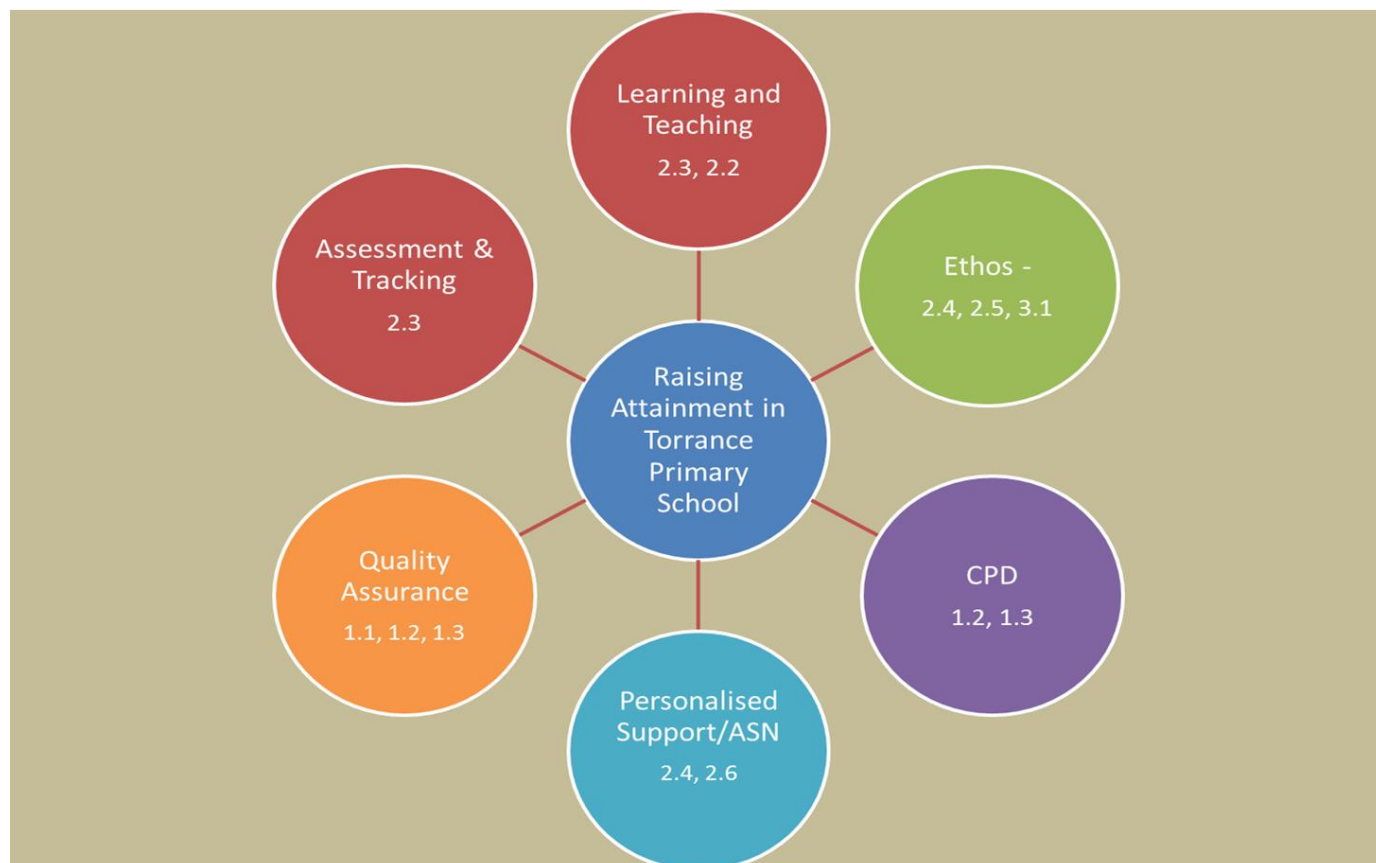
Learning and Teaching
NIF Driver: School improvement
HGIOS 4 – 2.3 Learning, teaching and assessment, 2.2 Curriculum

- **Clear focus on high quality learning and teaching**
- **Clear focus on effective differentiation – four contexts (curriculum content, process, product, learning environment).**
- **Continuous review of the curriculum to ensure relevance and progression .**
- **Curriculum updated to reflect pupils' needs.**

Ethos

NIF Drivers: Teacher's professionalism, Parental Engagement

HGIOS 4: 2.4 Personalised support, 3.1 Ensuring wellbeing, 2.5 Family Learning

- **Children are ready to learn**
- **Supportive, nurturing climate within school**
- **Understanding of children's needs (ASN, SIMD, ACEs)**
- **Positive behaviour management**
- **Families welcome within life of school as partners in their child's learning.**

Ethos - 2.4, 2.5, 3.1

CPD

NIF Driver: Teacher Professionalism, School Improvement, School Leadership

HGIOS 4: 1.1 Self-evaluation for self-improvement, 1.2 Leadership of learning, 1.3 Leadership of change

- **SIP priorities informing collegiate hours**
- **Targets identified through PRD**
- **CPD to build capacity to meet learners' needs**
- **Clear focus on Raising attainment and ensuring wellbeing**

CPD 1.1, 1.2, 1.3

Personalised Support/ASN

NIF drivers: Assessment of children's progress, Teacher professionalism

HGIOS 4: 2.4 Personalised Support, 2.6 Transitions

- **Understanding of STINT**
- **Universal support strategies in place, involvement in targeted support/intervention**
- **Progress over time – smooth transitions**

Personalised Support/ASN 2.4, 2.6

Quality Assurance

NIF Drivers: School improvement, Performance information

HGIOS 4: 1.1 Self-evaluation for self-improvement, 1.2 Leadership of learning, 1.3 Leadership of change

- **High expectations for all pupils**
- **Children have positive experiences at school**
- **Consistent standards across the school**
- **Engagement in self-evaluation – where are we now? Where are we going?**

Quality Assurance 1.1, 1.2, 1.3

Assessment & Tracking

NIF Drivers: Performance information, Assessment of children's progress

HGIOS 4: Learning, teaching and assessment

Assessment & Tracking 2.3

- **Robust and rigorous tracking of children's progress**
- **Thorough analysis of assessment information**
- **A suite of assessment approaches: standardised, planned holistic assessment and formative approaches**
- **Pupils' achievements are celebrated and tracked**
- **Equity for all**

4.0 Pupil Equity Funding

In line with the National Improvement Framework and EDC policy for Raising Attainment and Achievement and Ensuring Equity for All, Torrance Primary has a strong focus on closing the attainment gap. We have carried out rigorous self-evaluation activities and considered a range of data and other information to inform our school improvement strategies to close the poverty related attainment gap.

"Closing the gap is a shorthand expression for all of our work to interrupt the cycle of deprivation and the impact on children's progress and attainment." (Graeme Logan, 2017)

Torrance Primary uses a wide range of data to inform our self-evaluation. This includes consideration of:

- FME data and links to attainment
- CfE Levels in literacy and numeracy by SIMD quintiles
- The gap between the most and least (SIMD 1&2 and 9&10)
- Use of virtual comparator school, local and national statistics
- Attendance, exclusions, participation rates
- Achievement awards within the school and community

Stakeholders work together to define what the gap looks like in our school context and identify improvement priorities to address the gap. We consider 'Interventions for Equity' and research on closing the poverty related attainment gap to ensure that we use our Pupil Equity Funding to achieve the best outcomes for learners. Central to all of our work is professional learning to improve attainment and achievement.

Closing the Gap should ensure we have no pattern of lower attainment for children in lower SIMD bands. We aim to ensure all children achieve their potential and make progress in learning.