

LOSSIEMOUTH HIGH SCHOOL



Raising Attainment Policy

March 2021

Attainment is the measurable progress which children and young people make as they advance through and beyond school, and the development of the range of skills, knowledge and attributes needed to succeed in learning, life and work. It is therefore the responsibility of every qualified teacher working in Moray to play a full and active role in helping each young learner to achieve their potential.

MORAY COUNCIL

At local authority level the Raising Attainment Strategy seeks to ensure that in each school

- we create and implement school improvement plans which focus on raising attainment through high quality learning and teaching, partnership working and supporting learners
- our self-evaluation is rigorous and involves all stakeholders to use a range of approaches to ensure data, views and observations are in place to guarantee improved outcomes for our children and young people
- we develop a curriculum which creates an ethos of ambition and aspiration in all our learners to experience a range of learner pathways
- we develop professional learning and development for staff to enrich their practice in the delivery of high quality experiences and outcomes for all children and young people
- we develop a culture of looking outward in order to review and apply emerging practice
- we continue to embed effective tracking and monitoring and develop target-setting to monitor and improve attainment and achievement for all
- we develop the role of the key adult through universal pupil support opportunities to use learning conversations to support learners in knowing where they are in their learning and what their next steps are in order to progress
- we provide a range of opportunities to engage parents and partners in supporting children and young people to be successful and ensure engagement and participation is at the heart of partnership approaches

To help schools with raising attainment the local authority provides us with a range of data to support the Raising Attainment agenda. This allows us to gather information to support tracking and monitoring, interventions, target setting and work undertaken collaboratively within the school and ASG as well as with parents and partners.

In Lossiemouth High School we are provided with School Context Data:

- School Roll information
- Scottish Index of Multiple Deprivation (SIMD) data – school detail and overview from which we are able to identify the upper and lower 20%
- Attendance, Latecoming, Exclusion data
- Free School Meals (FSM) – linked to Pupil Equity Funding (PEF)
- Protected Characteristics/Specific Groups

and Attainment Data which we use to identify the upper and lower 20%

- Scottish National Standardised Assessments (SNSA) data and authority analysis
- Achievement of Curriculum for Excellence Levels (ACEL) data for schools, Moray and National
- ACEL Early Indication data
- Scottish Qualifications Authority (SQA) Attainment data
- Insight Local Dashboard Measures
- Insight National Dashboard Measures
- Skills Development Scotland (SDS) Participation Measures

SENIOR LEADERSHIP TEAM (SLT)

Broad General Education (BGE) Tracking is carried out three times per session with information being added as it becomes available. This is then shared with all staff. By the end of S3 the information available will be this:

H	I	J	L	M	N	W	X	Y	Z	AA	AB	AC	AD	AN	AQ	AR	BA	BB
House	LA	FSM	ASN	PEF	SIMD	Baseline Score	SNSA R Band	Scale Score	SNSA W Band	Scale Score	SNSA Nu Band	Scale Score	Class	Ach L & P	PO	Ach L&P	PO	
K			Y		10	104	B	Band 10	674	Band 8	577	Band 9	618	CHEXCX	03.B	PO2	03.B	PO2

The top 20% by SIMD and Middle Years Information System (MidYIS) score are highlighted in green, the bottom 20% in pink. S3 SNSA results are added in when completed and, using SEEMiS Progress + Achievement information, Achievement of a Level and Predicted Outcomes are added in at each tracking point in the year.

S1/S2 Tracking (including P7 SNSA data) provides all teaching staff with this collated information:

D	E	F	G	H	N	O	P	Q	R	S	AE	AF	AH		AI	AJ	AO	AP
SIMD	LAC	ASN	EAL	FSM	SNSA Band R	Scale Score	SNSA Band W	Scale Score	SNSA Band Nu	Scale Score	MidYIS		Subject		AchL+P Nov	PO Nov	AchL +P Jan	PO Jan
6				Y	8	546	8	549	8	578	86	D	Art		02.C	PO3	02.C	PO3

In the Senior Phase each subject includes a course target grade against which a progress comparison is recorded at approximately 6 week intervals to monitor progress:

MidYis	SIMD Dec	FSM	Course	Level	Target Grac	Working Grade (Sep)	Working Grade (Oct)	Working Grade (Nov)	Working Grade (Dec)	Prelim (Feb)	Working Grade (Mar)	Estimate (Apr)	SQA AWAR
120	4		Biology	N5	2	5	3	2	2	2	2	1	

In the course of a session the Senior Leadership Team undertakes a variety of activities focussing on raising attainment:

- at assemblies with students and meetings with staff there is a focus on Growth Mindset and aspiration
- SLT meet with their link department Principal Teachers (PTs) and scrutinise tracking concerns
- a review after each tracking period and sharing feedback with Principal Teacher Guidance (PTGs)
- focus on key groups at SLT
- SLT conduct focus groups once a session and share feedback with all with the aim of raising attainment
- early intervention - communication with parents highlighting underperformance
- meetings with families together with PTG especially with those who continue to display a good effort following support from departments
- ensuring that subject choice forms are reviewed with PTGs soon after course choice

At the heart of Raising Attainment is the learner, our pupils, and it is essential that we are offering them a curriculum which reflects their aspirations and skills and that prepares them well for their next stage in life. The curriculum itself is at the core of Raising Attainment and it is essential that within the Senior Phase the curriculum is reviewed and renewed every year. This will include offering further National and Higher courses and the introduction of Scottish Credit and Qualifications Framework (SCQF) Level 5 and 6 courses as alternative to National 5 and Higher. This work is conducted between June and September each year.

Subject Choice Support Timeline

Stage 1 — Indication of Choice (PTG & SLT)

- Process starts in October
- Two weeks preparation in Personal & Social Education (PSE), links to course booklets emailed home with accompanying letter
- Indication of choice assemblies
- All forms checked by PTGs

- Pupils keep a record of choices made
- Head Teacher (HT)/Timetabler processes results
- Following analysis of information discussions within SLT of what may not be viable and therefore not offered in the final course choice
- Information meetings between Timetabler and PTs Curriculum to discuss most viable subjects to build into column structure

Stage 2 — Column Structure (Timetabler)

- Best fit columns created considering staffing, uptake and compatibility
- Columns discussed at SLT
- Columns issued to PTs for information (November/December)

Stage 3 — Course Choice

- PSE preparation for subject choice (December) - discussions and booklets issued
- Attend Depute Head Teacher (DHT) subject choice assemblies – presentation, detailed letter and form issued with a 2 week deadline
- Discussion with individual pupils – balance of courses chosen, re-coursing if section is not running.
- Information for Choice events for S2 and S4,5,6

Stage 4 — Spreadsheet of Courses (SLT/PTGs)

- Spreadsheet is created with final choices
- SLT discuss viability
- SLT check aspiration of choices
- SLT process choices (first come, first served basis for forms beyond deadline)
- Courses are finalised – PTs informed of changes, bi-level, non-viability
- Initial class lists are issued to PTs for checking
- PTGs discuss with pupil if course is not viable; questions about aspiration are raised
- PTG discuss with families if necessary

While that work is being undertaken for the following session, there are further actions for pupils in the current school session.

Current Session — Post Prelim Action

- LHS issues a prelim results report to families. Dropping from National 5 to National 4 at this stage is strongly discouraged. Dropping a course is usually only permitted for reasons of ill-health
- This information is collated and discussed at SLT level — further discussion with link PTs if necessary and with PTGs
- DHT/Office sends out standard letter of recommendation to families for approval
- If the family does not accept the recommendation, no change is made.

EXPECTATIONS OF THE LOSSIEMOUTH HIGH SCHOOL COMMUNITY

GUIDANCE TEAM

The Guidance team has a key role to play in the coursing of pupils. The tasks of the Guidance teacher all build towards ensuring that each young person is best equipped to aspire as high as possible and will include these aspects:

- Getting to know each individual learner, their interests, their talents, their achievements, their strengths, their concerns
- Monitoring attendance and ensuring that appropriate support is provided when necessary
- Recording interventions in SEEMiS Pastoral Notes so that full information is available
- Phoning or meeting with parents/carers as appropriate
- Liaising with curriculum PTs and teachers
- Liaising with agencies
- Monitoring tracking and interviewing students off track identified in collaboration with SLT at each tracking period
- Appropriate and timely intervention
- Discussing parental feedback on reports with DHT and agreeing who does what
- Providing positive reinforcement
- Co-ordinating buddying, coaching or mentoring if appropriate
- Focusing on study skills, tracking and mental health in PSE or in 1-1 meetings as appropriate
- Meeting SLT after Prelims to action plan for students

The Guidance teacher also requires to have a positive relationship with Principal Teachers (Curriculum) and with individual class teachers. Principal Teachers will consult with Guidance teachers about concerns they might have with regard to the progress of individual pupils in their subject(s). Classroom teachers will raise with the Guidance team concerns they might have about the well-being of individual pupils they teach.

SUPPORT FOR LEARNING TEAM (SfL)

The team will support learners from transition until the point of leaving. As pupils progress through the secondary school the SfL team will be required to:

- Ensure up-to-date information is recorded in SEEMiS
- Provide information to colleagues both within and outside the school
- Liaise with Educational Psychology, health professionals and SDS
- Test to identify difficulties and find appropriate strategies
- Support learners both with their course choice and also by providing courses not otherwise available in school e.g. at levels 1, 2 and 3
- Help staff to identify pupils who might benefit from Assessment Arrangements for SQA assessments
- Advise staff on how they might be able to generate the necessary evidence to support AA
- Ensure in conjunction with SQA Co-ordinator that the required AA are in place and that appropriate accommodation is provided
- Support and advise staff on how to differentiate upwards and downwards

PRINCIPAL TEACHER ATTAINMENT SUPPORT

The school has been able to make a temporary appointment of a Principal Teacher Attainment Support whose responsibilities include:

- Scrutinising tracking and identifying pupils at risk of underachieving
- Working with individual pupils and small groups to address barriers to success – non engagement, low attendance, lack of confidence, low effort, inconsistent behaviour etc.

SUBJECT TEACHER

No matter what structures the local authority, the school's Senior Leadership Team, its Guidance team and its SfL team have put in place, the key person for the learner is the subject teacher.

Each teacher is responsible for:

- Building relationships with all pupils
- Ensuring each learner is welcome in the classroom
- Making sure that s/he has taken on board any information about health and education needs of each learner available to all staff
- Promoting an ethos of aspiration and having high expectations of all pupils
- Providing differentiated work to ensure that all learners in the class are catered for
- Using a variety of learning and teaching strategies
- Providing opportunities for each learner to reflect on her/his progress and to feed this back to the teacher
- Ensuring that homework is set in line with the Homework Policy of the school
- Ensuring that Microsoft Teams is being used to support pupils unable to attend as well as pupils who wish to re-visit lessons at home to assist with their learning
- Showing classes where they will find the work on Teams and demonstrating how they submit their completed work to the teacher
- Negotiating aspirational grades with pupils through learning conversations in the early stages of each course
- Ongoing formative assessment to determine tracking grades based on evidence and entering these in the appropriate system by the deadlines set in the school's calendar of events
- Ensuring that pupils understand why they are given particular grades especially if these are out of alignment with agreed end of course target grades
- Agreeing both homework and assessments dates ensuring **at least one week's notice** of these and flexibility over reassessments following Learning Conversations
- Providing support and revision materials for those who are experiencing difficulties with the course
- Suggesting additional materials/websites
- Suggesting work for study periods
- Use SEEMiS referrals either to PT Curriculum or PT Guidance – outlining action taken and/or support sought
- Raising concerns about individual pupil progress at departmental meetings

PRINCIPAL TEACHER CURRICULUM

- Monitoring initial Senior Phase targets with colleagues prior to the first report to families
- Ensuring all departmental reporting is completed fully and on time and checking that grades are in line with how learners are progressing at that point in the session
- Monitoring Senior Phase tracking immediately after each Tracking & Monitoring (T&M) deadline through discussion; minuting concerns at Departmental Meetings (DMs) and agreeing interventions
- Monitoring BGE progress immediately after each of the three Progress+Achievement (P+A) deadlines for each of S1, S2 and S3
- Discussing BGE issues at Departmental Meetings; deciding on and minuting action points and interventions
- Meeting with pupils whose progress is causing concern to identify the issues and to plan the most appropriate support
- In certain cases using a SEEMiS letter to contact families directly or telephoning them, if preferred, ensuring that PTGs are aware of this action and can provide support if needed
- Moderation and sharing standards at DMs
- Providing support to staff, as appropriate
- Ensuring that pupils have the opportunity to contribute to courses via focus groups, questionnaires, on-line surveys etc
- Informing pupils of modifications being made to courses in view of the feedback provided by pupils

ADMIN TEAM

The admin staff of the school have a key role in supporting the teaching staff of the school within Raising Attainment in all aspects of this agenda:

- As Senior Phase Tracking & Monitoring is completed at each tracking point in the session, the individual pupil grades both academic and in effort, behaviour and homework are transferred from SEEMiS into the Senior Phase tracking sheets
- Printing Tracking Reports for all year groups at the appropriate times as set out in the School Calendar and ensuring that these are passed to the relevant teaching staff for issue to pupils
- Advising families of the issue of reports on the day of issue
- At subject choice time entering of pupil courses into SEEMiS
- Once the timetable has completed the S3 to S6 structure of the timetable, entering this into SEEMiS Next Session
- Adding in S1 and S2 when their timetable has been completed
- Maintaining the school website and the school app, ensuring that both are kept up-to-date throughout the session

LEARNERS

The local authority, the individual school's SLT, its course choice provision, its support staff, whether Guidance or Support for Learning, its curriculum deliverers can make all the provisions possible but the key person in all of this is the learner. What is the role of the learner in raising attainment?

Learners

- are expected to attend regularly and adhere to relevant school policies
- should be engaged and motivated by the context within which they learn and by the learning
- are expected to take responsibility for their learning which includes completion of homework and contributing to target setting
- should be actively involved in their learning which includes contributing to the planning of what they will learn and how
- are encouraged to have a voice in improvement activities within each subject
- are encouraged to contribute to the life of the school
- should treat peers, school staff, school property, partners and members of the local community with respect
- are encouraged to develop resilience and independence
- should demonstrate their school values in their everyday lives
- should display the highest standards of behaviour
- should aspire to the highest levels of achievement and be well supported to develop social and emotional competencies

PARENTS & FAMILIES

Parents and families have a key role to play in raising attainment. This is achieved through:

- encouraging their child to attend school regularly and always do their best
- encouraging their child to complete all homework given and to meet all deadlines
- ensuring their child revises regularly and prepares well for all assessments
- checking the school app regularly for notifications
- attending parents' evenings
- providing feedback on tracking reports

- responding to all questionnaires ensuring their view is heard
- encouraging their child to uphold the school values and follow the school behaviour policy
- discussing each day's learning with their child

SUPPORTING PARENTS & FAMILIES

In Lossiemouth High School we seek to involve parents in all the major decisions regarding their children and aim for two-way communication between home and school. We do this in as many ways as possible, including

- inviting them to visit the school and meet the staff while their child is still in P7 and if physical visiting is not an option to do this virtually
- providing them with as much information as possible at appropriate times in their child's school, ranging from School Handbooks, Information Booklets and Course Choice Booklets
- encourage them to download and use the school app to ensure that they are able to access all information easily
- ensuring that the school website is updated regularly
- providing regular newsletters to parents
- encouraging them to attend events in school
- providing them with regular reports, including Progress+Achievement and Tracking & Monitoring and encouraging them to feedback to the school on these and seek further information as appropriate
- responding promptly to enquiries from parents
- supporting families emotionally, as appropriate, to ensure the wellbeing of the child and the family
- inviting the families to learn about the curriculum of the 2020s by experiencing classes first-hand as learners
- providing regular opportunities to give feedback through questionnaires and focus groups