

EARLY INDICATION 2019 – ACEL Next Steps and Discussion Questions

Following the submission of Early Indication data for ACEL, I have attached the Moray primary and secondary data from this. This will allow you to consider your anticipated levels in terms of other comparator schools as well as using the NIF Stretch Aims, Moray data for 2018 and National data for 2018. This can be used in conjunction with trend data which was issued earlier this session.

The continued effective use of attainment data can promote effective self-evaluation and high standards of learning and teaching in schools by:

- Identifying pupils' ongoing levels of attainment and informing target setting
- Supporting the allocation of staffing and resources to support improvement
- Challenging the aspirations of the school community
- Supporting school self-evaluation
- Tracking pupils' performance and progress; identifying underachieving groups and narrowing the achievement gaps
- Celebrating good news and successes

It will also contribute towards a school's capacity to improve and to ask key questions such as:

- ? How well are we doing?
- ? How is our attainment trend over time?
- ? How do we compare with similar schools?
- ? What more can we aim to achieve?
- ? What must we do to make it happen?

The following questions will allow reflection and discussion at senior leader level within your school and/or with your QIO as well as wider discussion with class teachers; all of which will support ongoing whole school self evaluation processes and improvement priorities.

Questions for HT Reflection and SLT Discussion

- How well do you record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- How well are your approaches to raising attainment improving outcomes for children and young people?
- How well is your focus on literacy and numeracy leading to raising attainment across the curriculum?
- How well do you use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?
- How well is assessment evidence used to inform teacher judgements?
- What impact is PEF having on attainment and achievement? How has data supported the PEF plans and also reporting on and evidencing impact?

Questions for Discussion with Staff

- How do you track the attainment levels of all children? What range of evidence do you use to support your judgements?
- How do you ensure progression between and within levels?
- How does attainment data compare with trends over time?
- Which groups of children have made expected or better progress, but still fail to reach important milestones? What action now needs to be taken?
- Identify specific strategies/interventions which have made a measurable difference in terms of closing the attainment gap. Are you able to pinpoint the specific aspects that made the difference?

Appendix 2

- Evaluate the interventions and support you have put in place. Have they proved successful in terms of the progress pupils have made?
- What action are you currently taking to ensure excellence and equity for all learners?