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September 2020

RAISING ATTAINMENT STRATEGY 2020 - 2023

RAISING ATTAINMENT STRATEGY

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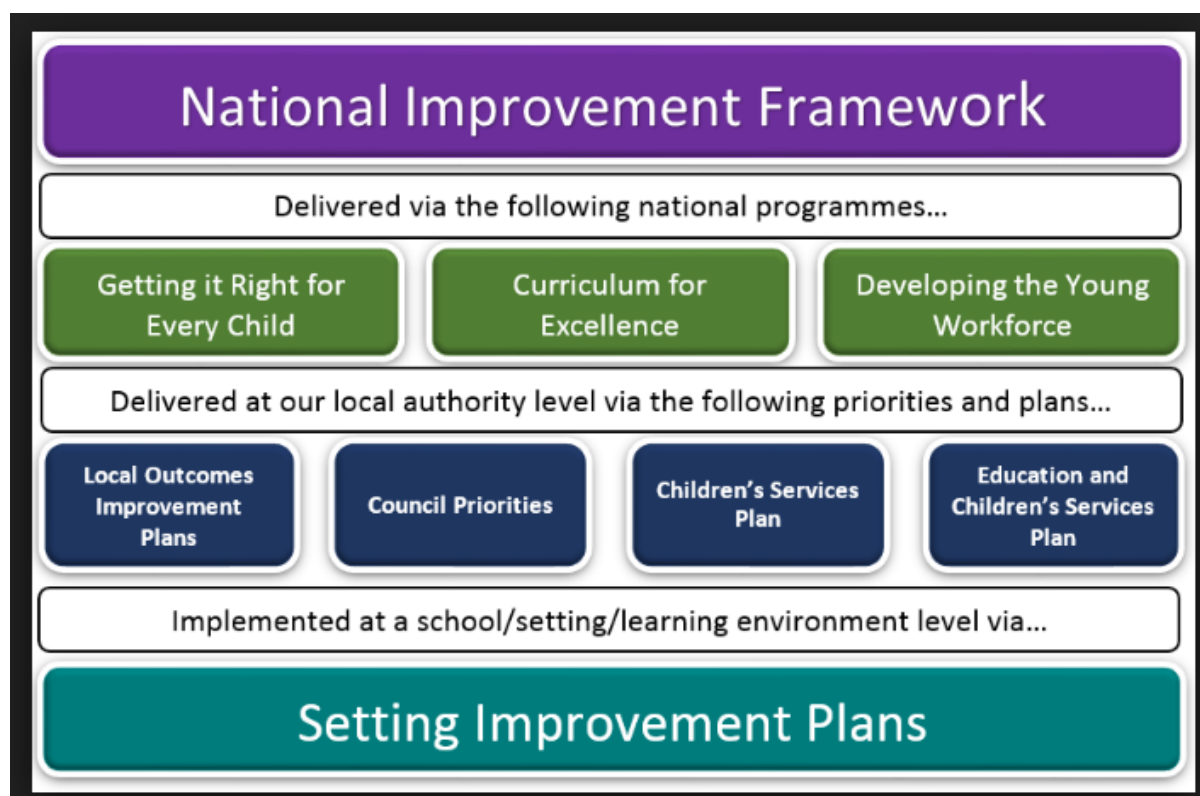
RAISING ATTAINMENT TOOLKIT

Appendices

Practitioner Raising Attainment Strategy – 2020/21
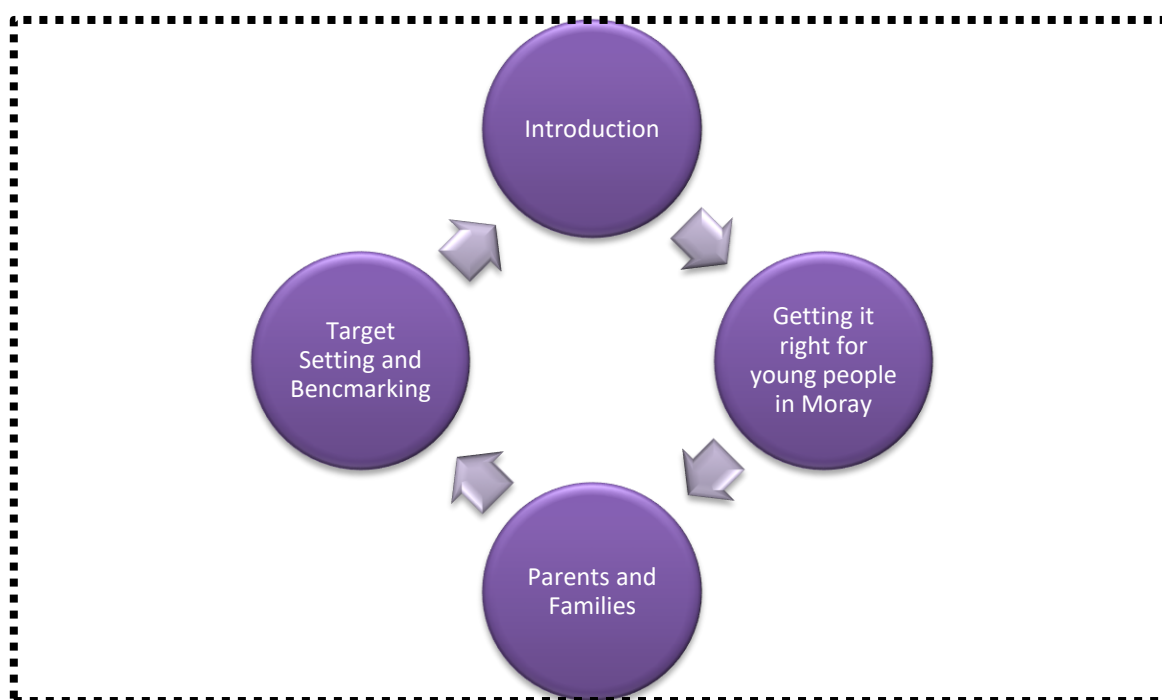
1 - INTRODUCTION

Our aim is to present a strategy which sets out our expectations for Moray, identifying excellent and innovative practice to develop our collective responsibility for ensuring we are all truly ambitious for young people in terms of their attainment and achievement – there should be no limits to the potential of our learners in Moray.

The vision and priorities for Scottish education complements the ongoing implementation of Curriculum for Excellence (CfE), Getting It Right for Every Child, and Developing the Young Workforce, which are the three supporting pillars of the Scottish education system.

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The Vision for Education in Scotland

The National Improvement Framework presents an expectation that we ensure high levels of attainment and achievement for our children and young people. There are 4 main priorities of the National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Excellence and Equity

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed
- Achieving equity: ensuring every child has an appropriate opportunity to succeed, with a particular focus on closing the poverty-related attainment gap

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.

The Scottish education system works well for most children and young people who make good progress in their learning. However, there is still a gap between the progress which is made between those living in Scotland's least and most deprived areas.

Pupil Equity Funding is additional funding which is allocated directly to schools. Publicly funded primary, secondary and special schools receive a monetary allocation for each child in Primary 1 to S3, or equivalent based on particular eligible criteria being agreed. National Operational Guidance has been published on the Scottish Government website as well as Moray PEF Guidance for Schools.

The Vision for Education in Moray

As practitioners in Moray, in order to achieve our Education vision – it is essential that "… *we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray, providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners.*"

This Raising Attainment strategy outlines the vision, priorities and expected outcomes of Moray Education in raising educational attainment and achievement for all young people, and in closing the attainment gap between children and young people living in our most and least deprived communities. This will ensure that all your young people have the best outcomes for all at every life stage.

We have a relentless focus on attainment and achievement supported by a collective approach to providing an aspirational curriculum and consistent, high quality learning and teaching. This is reinforced by strong partnerships with community partners and parents to ensure support and challenge for our learners through a range of interventions. More detail is provided on this area in the Moray Learning and Teaching Strategy – "Our Moray Standard".

Within this strategy, we intend to ensure that we build on the excellent practice in place and use what we know works. We will use our professional development, evidence and data to continuously improve.
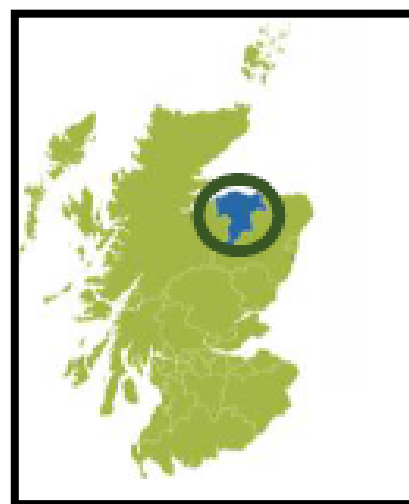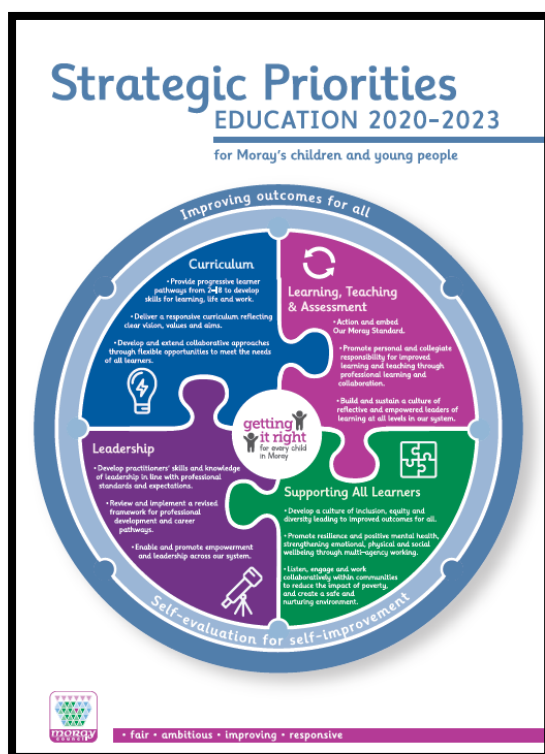
The Moray Toolkit

"Improving outcomes for Moray's children and young people" is a key aim for Moray in terms of raising standards of attainment and achievement. To do this, we need a clear set of guidelines and expectations to share with our learners, our parents/carers and all our staff and our partner providers.

This toolkit provides that foundation for the Moray guidance provided to our establishments and the expectations arising from this. This is a model of how our establishments work and how we work together to improve outcomes for children and young people in challenging them to support raising attainment and achievement.

Raising attainment is at the centre of our relentless focus to improve outcomes for children and young people and to ensure that we provide opportunities to pursue best life chances.

This is determined through the main drivers within the Moray Toolkit:
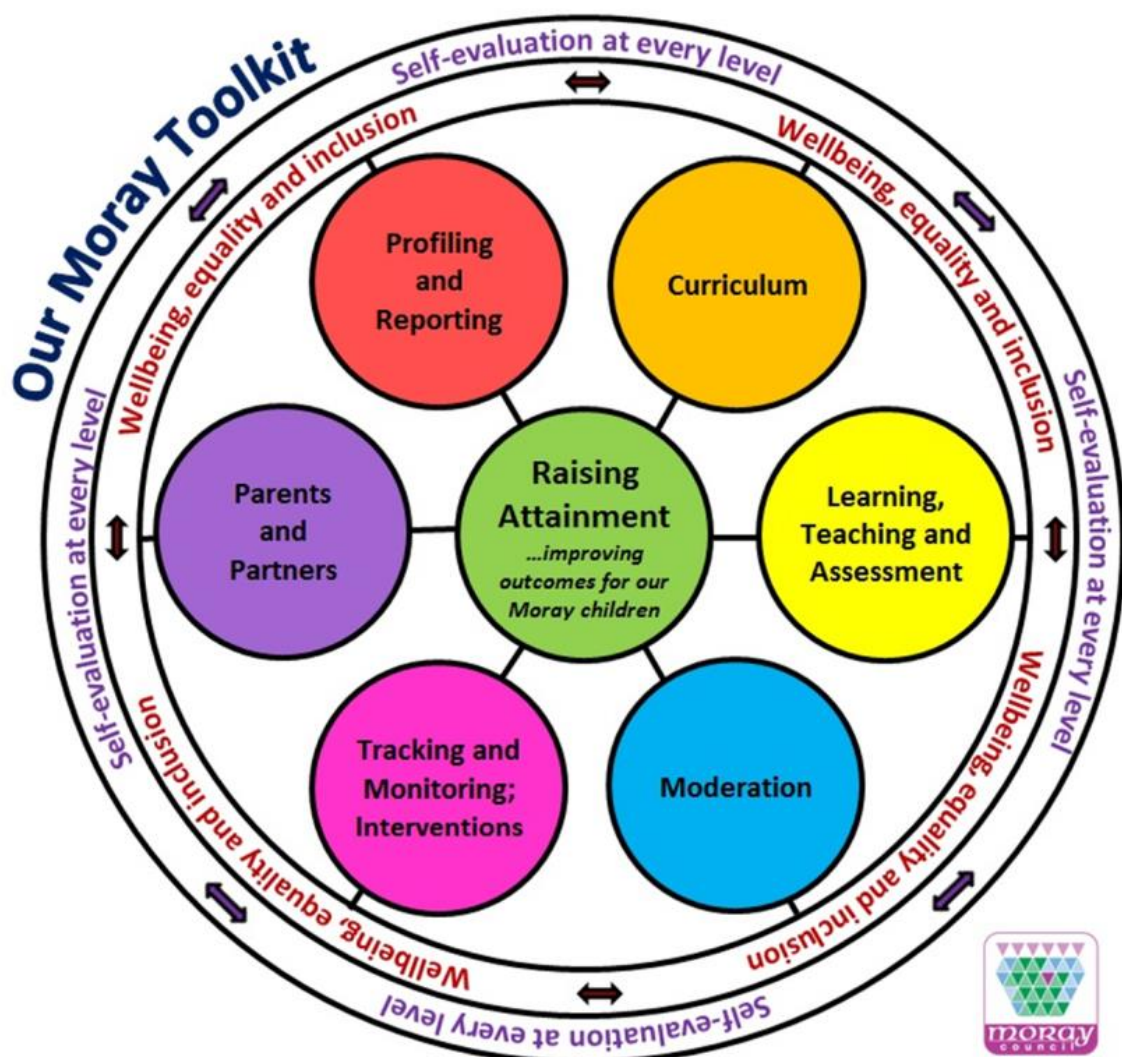
The Moray Toolkit Exemplification

Raising Attainment … improving outcomes for our Moray children

Curriculum

Placing the needs of the learner at the centre of curriculum rationale and design, taking account of the uniqueness of the school and reflecting the local context. Consideration is given to the 4 contexts of learning, the 7 CFE design principles and development of skills for life, learning and work, ensuring flexible learning pathways.

Learning, Teaching and Assessment

All learners benefit from consistently high quality learning experiences through a positive ethos and culture supportive of children's rights. Learning experiences are challenging and enjoyable, with pupils taking responsibility for their learning and clear about their progress and next steps. Learners and practitioners benefit from consistent approaches to the components of an agreed learning cycle.

Moderation

Proportionate, planned and agreeing standards for consistency in all areas of the moderation cycle. A focus on sharing standards, collegiate working and cross-school and cross-sector working. Continuing to increase confidence in teacher professional judgements made on learner progress and achievement, engaging collaborative working from the planning stages to evaluation of outcomes.

Tracking and Monitoring; Interventions

Ensuring manageable processes are in place to monitor and evaluate learner progress. There is clear attainment data in all curricular areas, where appropriate, with all staff involved in data interrogation and clear information is available on achievement, progress and next steps. Interventions are used to support and challenge attainment of all learners and these are timely and monitored regularly in order to ensure that they are impacting positively on our learners.

Parents and Partners

Children and families are actively engaged in transitions at all stages. Good use is made of tracking and monitoring, profiling and personal learning planning to identify strengths and next steps. Establishments have clear strategies to support family learning and parental engagement in their child's progress and in the life and work of the school, effectively supporting all young people to achieve the highest levels of attainment and achievement, supporting them onto positive sustained destinations.

Profiling and Reporting

Establishments use a range of approaches to profiling and reporting and ensure that children reflect on their learning in a regular, meaningful and purposeful manner throughout the year. Establishments have agreed reporting formats and methodologies and parents/carers are fully engaged and supportive of their child's learning and progress.

Raising Attainment in Moray

The main activities of Education during the period of the strategy will be to:

- Work towards the development and implementation of the **Moray Education Strategic Plan 2020-2023**

- Create and implement **school improvement plans** which focus on raising attainment through high quality learning and teaching, partnership working and supporting learners

- Develop rigorous **self-evaluation** which 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 – guidance and support for this is within the **Moray Self Evaluation for Self Improvement Strategy and HGIOS4 Heathchecks**

- Ensure consistent, high quality and effective learning and teaching in all establishments, embedding "Our Moray Standard" - guidance and support for this is within the **Moray Learning and Teaching Strategy and Moray Assessment and Moderation Guidelines**

- Develop a **curriculum** which creates an ethos of ambition and aspiration in all our learners to experience a range of learner pathways

- 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

- Develop a culture of **looking outward** in order to review and apply emerging practice

- Continue to embed effective **tracking and monitoring** and develop target-setting to monitor and improve attainment and achievement for all - guidance and support for this is within the **Moray Tracking and Monitoring Strategy**

- 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 to progress

- Provide a range of opportunities to engage **parents and partners** in supporting children and young people to be successful and ensuring engagement and participation is at the heart of partnership approaches

COLLABORATIVE PRACTICE TO RAISE ATTAINMENT IN MORAY

moray council

Everyone's Responsibility

- Create a clear vision of a better future
- Promote a culture of Excellence and Equity
- Aspire to the highest levels of achievement
- Nurturing ethos and health and wellbeing culture which is responsive to the needs of learners
- Build, maintain and review partnerships with other professions and agencies to support the learning, pastoral and emotional needs of learners
- Build a shared vision to support the improvement of teaching and learning and set consistently high expectations to meet the vision for our children and young people

Parents, Carers and Families

- Work in partnership with schools to improve outcomes for children
- Engage in opportunities to discuss learning with staff and agree targets together
- Take part in family learning opportunities
- Encourage high expectations for your child's future
- Take up opportunities to support your child's wellbeing and learning
- Plan learning opportunities together
- Make sure your child is ready to learn and achieve by being well nourished and rested, with appropriate use of screen time and social media

Middle Leaders

- Promote ambition and set high expectations of professional learning and ensure opportunities which deliver this
- Promote professional development programmes to support raising attainment through robust self evaluation and use of data
- Ensure highly effective planning and pedagogical approaches are in place
- Ensure learners have high quality universal and targeted support to meet their needs
- Provide support to remove barriers to learning and engagement with parents and learners
- Ensure that Staged Intervention and GIRFEC principles are implemented to meet the needs of all learners

Senior leaders

- Lead a whole school approach to raising attainment for all pupils
- Build a shared vision to support the improvement of teaching and learning
- Identify strategic priorities through effective self evaluation and improvement planning
- Provide ongoing support through coaching and mentoring
- Gather, analyse and use data to improve outcomes for learners
- Ensure the curriculum provides varied pathways towards positive destinations and develops skills for life, learning and work
- Support families to be engaged in their children's learning
- Produce clear and informed reports which discuss learners' progress and matters related to personal, social and emotional development

Children and Young People

- Be the best you can be
- Take leadership of your own learning, recognising successes and achievements
- Have a clear voice in improvement activities
- Engage with your key adult in school through pupil support mechanisms
- Set ambitious targets which are regularly tracked and monitored
- Engage in discussion about your progress and next steps across the curriculum through learning conversations, profiling and reporting
- Entitlement to a wide range of opportunities in order to achieve success

All Staff

- Show commitment to raising learners' expectations of themselves and others and their level of care for themselves and for others
- Engage in regular learning conversations with pupils, including next steps in progress
- Use a range of assessment tools in order to make a judgement about progress and achievement
- Use of a range of valid and reliable data to support improvement
- Ensure that Staged Intervention and GIRFEC principles are implemented to meet the needs of all learners
- Plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners
- Identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required

Moray Education

- Implement a strategic plan outlining systems, processes and measures for performance monitoring
- Provide guidance and support innovation in strategic areas
- Develop leadership capacity and career development opportunities
- Provide effective professional support for practitioners
- Provide relevant and extensive data relating to communities which can be interrogated for an overview of performance across the authority and comparisons nationally
- Ensure a consistency of approach in relation to data gathering, tracking and monitoring and the use of data

An interconnected approach

There are a number of frameworks and policies in place across Scotland and Moray which direct our approach to improving attainment in our establishments (as shown below).

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                    ┌─────────────────────┐
                    │     National        │
                    │   Improvement       │
                    │    Framework        │
                    └─────────────────────┘

        ┌──────────────────┐        ┌──────────────────┐
        │      LOIP        │        │                  │
        │ Moray 10 year    │        │  Corporate Plan  │
        │      plan        │        │                  │
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  │  Children's  │    │  Education   │    │   Regional   │
  │   Services   │    │  Strategic   │    │ Improvement  │
  │     Plan     │    │    Plan      │    │ Collaborative│
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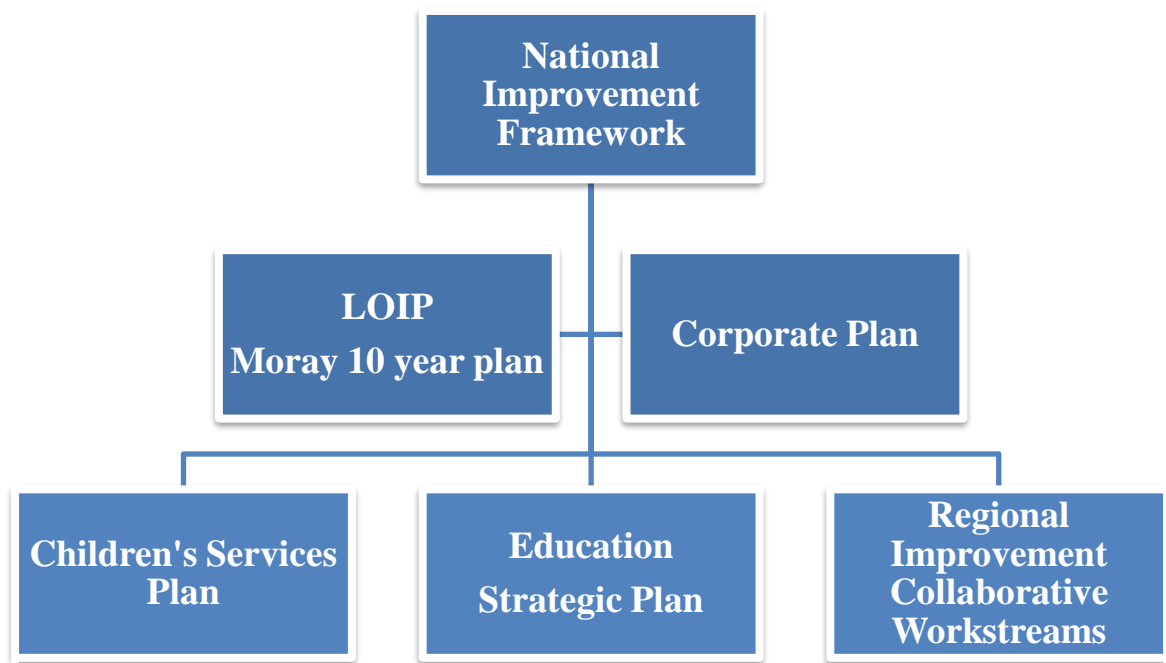
These include:

- National Improvement Framework
- Moray 10-Year Plan - Local Outcomes Improvement Plan (LOIP) – Moray 2027
- Corporate Plan
- Regional Improvement Collaborative – Northern Alliance Workstreams
- Moray Children's Services Plan 2020-2023
- Education Priorities 2020-2023

This is also a key component of the Moray Best Value Audit Report action plan.

An over view of the above plans and links to the relevant documents are included in *Appendix 1*.

2 – GETTING IT RIGHT FOR ALL OUR YOUNG PEOPLE IN MORAY

Moray is not a Scottish Attainment Challenge Authority and has no schools which fall into this category. As a local authority, Moray does not fall into the traditional measure of Scottish Index of Multiple Deprivation (SIMD); Moray is a rural area and ranks highly for access deprivation, which is measured by the on journey time to services such as a doctor, shop and post office. In 2020, 31.0% of Moray's population (31,775 people) were in the bottom 20% access deprived areas in Scotland. This presents us with challenges in ensuring that our rural communities can access services and that people can connect with each other to avoid social isolation and the negative outcomes that isolation can lead to.

Area

2,238 sq km (864 sq miles); the 11th most sparsely populated area in Scotland
40.8% of the population live in a rural area *(remote rural / accessible rural)*
4.1% live in settlements with fewer than 500 people

Household Fuel Poverty (2016-18)

33% of households in fuel poverty (Scotland: 25%)
20% of households in extreme fuel poverty (Scotland: 12%)

Children Living in Poverty (2017-18)

20.5% children live in poverty (equating to over 3,300 children aged under 16) (Comparator Authority Average: 21%) *End Child Poverty estimates*

Moray has 0.14% of Scotland's most deprived datazones (675 people or 0.7% of Moray's population) *SIMD 2020*
Moray has 0.59% of Scotland's least deprived datazones (6,675 people or 7.0% of Moray's population) *SIMD 2020*

Research shows that for many people, Moray is a great place to live with relatively low unemployment, an enviable natural environment, low levels of crime and good public services. However, Moray has pockets of inequality, deprivation and poverty which are experienced on both an individual level and collectively in some small geographical areas. There is a variation in outcomes for smaller communities in Moray this is presented within aspects of rural poverty as well as subsequent access issues such as delivery of and access to services, and social isolation.

School Attainment (2018/19)

58.7% of pupils left school with one or more SCQF level 6 or 7 (Scotland: 66.2%)

Attendance (2018/19)

95.0% primary (Scotland: 94.5%)
92.0% secondary (Scotland: 90.7%)

<u>Positive Destinations (2018-19)</u>

Initial destination 92.8% (Scotland: 95.0%)
9 months on 92.4% (Scotland: 92.9%)

<u>Moray College Students (2017-18)</u> *(no update available – requested 2018-19 update)*

69% successful completions (Further Education) (Scotland: 74.6%)
1,962 full time / part time students (up from 1,556 in 2012/13)

<u>Qualifications: Working Age Population 2019</u>

40.2% have NVQ4+ (Scotland: 45.3%)
9.1% have no qualifications (Scotland: 9.8%)

Both Primary and Secondary attendance rates (2018-19) show similar patterns when using Scottish Index of Multiple Deprivation (SIMD) data. SIMD decile 1 refers to young people with postcodes within datazones identified as being the 10% most deprived in Scotland according to SIMD, whilst decile 10 refers to those young people with postcodes in the top 10% of the least deprived datazones according to SIMD. For the first time in Moray there were schools within datazones ranked in decile 1 (SIMD 2020) and the impact of this will be a focus for ongoing monitoring and action.

Attendance rates appear to show there is a correlation with a pupils SIMD ranking, with attendance rates on average lower for young people from the more deprived areas (deciles 2-5) when compared to those from the least deprived areas (deciles 7-10). Primary school attendance rates range from 93.9% (decile 4) to 95.9% (decile 9), a difference of 2.0%. Secondary school attendance rates show an even greater gap in attendance rates when using SIMD data, with attendance rates ranging from 89.9% (decile 5) up to 93.9% (decile 9).

With just over 30% of Moray pupils ranked in SIMD deciles 2-5 based on their postcode, the lower attendance rates for this grouping will impact on their learning and school leaver options. This is particularly true for secondary school pupils where the attendance rates for deciles 4 and 5 are notably lower than against the Moray average and the least deprived pupils.

Using Data to Identify Gaps

Curriculum for Excellence	Getting it Right for Every Child	Developing the Young Workforce	Equity
Attainment	Attendance Wellbeing	Positive Destinations	SIMD, FSM
SNSA	Exclusions	Business Partnerships	Tariff Scores
BGE Benchmarking Tool - ACEL	Parental Engagement	Work Experience/ Volunteering	Participation
Senior Phase Results	ASN LAC	Moray Skills Pathway	Cost of the School Day

- Gather data through robust tracking systems
- Interrogate data at all levels – classteacher, SLT, LA
- Link to information about families – SIMD, FSM, local knowledge, parental engagement
- Understanding what the data is saying – identifying the gap – group and individual
- Data over time – comparison year on year and progress of cohort over years
- Comparison to data within ASG, Moray, Nationally
- Consideration of all learners – 206020
- Ensuring a broad base of evidence/data considered
- Lack of engagement during COVID-19

Clear expectations

- Comparing school data to Moray data – set targets – school, class, individual
- Comparing school data to National data and NIF stretch aims – set targets
- Empowering class teachers – plan, delivery and evaluate interventions for all learners; using the Staged Intervention model effectively
- Clear plan for Literacy, Numeracy and Health and Wellbeing

Interventions linked to expectations

- Links to National Improvement Framework drivers and measures
- Link to research – what works eg Education Endowment Fund, OECD
- Measure of impact
- Use PEF to raise standards of learning and
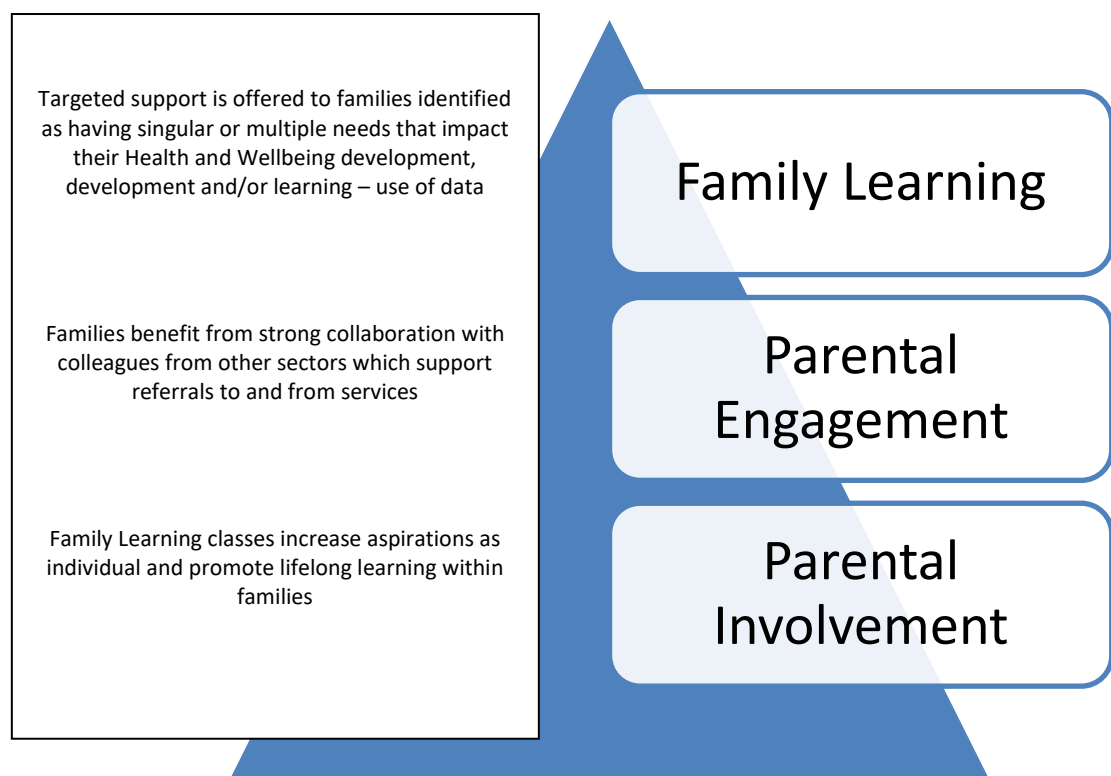- Work with partners and businesses

Pathways

- Planning for individuals, taking into account all circumstances eg SIMD, LAC, ASN etc
- Using the curriculum to close the gap and provide life experiences
- Wider achievement and active participation and engagement in local community
- Children are fully engaged in decisions about pathways

3 - PARENTS AND FAMILIES

One of the main drivers within raising attainment and achievement within Moray is parental engagement. This focuses on ways in which parents and carers, families and professionals work together to support children's learning. Establishments involve parents and carers by enabling ongoing, two-way communications between home and school; providing parents and carers with opportunities to contribute to leading improvements and making decisions that affect the school; and using the skills of parents and carers to enrich the curriculum.

The available international evidence confirms that parental involvement and engagement in children's learning supports improved attainment and achievement. Research shows that when parents and carers support their children's learning, and when children live in a stimulating home learning environment, it improves children's attainment and achievement. Family learning encourages family members to learn together, fostering positive attitudes to lifelong learning.

We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within establishments. Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap.

Targeted support is offered to families identified as having singular or multiple needs that impact their Health and Wellbeing development, development and/or learning – use of data

Families benefit from strong collaboration with colleagues from other sectors which support referrals to and from services

Family Learning classes increase aspirations as individual and promote lifelong learning within families

Family Learning

Parental Engagement

Parental Involvement

Parental Involvement - relates to the involvement of parents and carers in the life and work of the early learning and childcare setting or school. This can include parent representation on Parent Councils or associations, involvement in establishment self-evaluation and improvement work, and volunteering with fundraising activities or by sharing skills and knowledge to enrich the curriculum.

Parental Engagement - most commonly refers to parental (and family) engagement in their children's learning. This engagement can be at an early learning and childcare setting or school, in the home or the wider community.

Family Learning - Family learning encourages family members to learn together, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs.

- Universal support is open to all families
- Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning
- Families have regular opportunities to discuss their learning with staff and set appropriate targets for the next stages
- Families are well supported to plan opportunities for personal achievement
- Learning targets are in place specific to the family as a whole and as individual learners, built on prior learning and reviewed and evaluated
- Families are at the centre of this planning, as active participants in their learning and development
- Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school
- Staff work with parents and carers to reduce potential barriers to engagement and are responsive to the family circumstances such as families affected by imprisonment, English as an additional language and mental health issues.

Key Features of Highly Effective Practice

- Family Learning is responsive to identified needs
- Family Learning is leading to stronger home-school links which are improving outcomes for learners
- The school consistently involves parents and carers in shaping policy and services to improve impacts

Within Moray, we have been working on promoting a collegiate approach to be able to address and support the following questions:

> *How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvements?*

> *How can we demonstrate that families are feeling included and that they are participating, achieving and progressing?*

Family learning has also shown to improve school attendance, reduce persistent absenteeism and improve pupils' attainment. Wider outcomes are shown through skills development, employability, progression into work, interactions within the family, as well as improvements in parental confidence and parenting skills. It is important, however, to understand the differences between family learning and parental involvement and engagement. Family learning programmes can be a conduit to increasing parental involvement and engagement in the life of the school and in children's learning at home.

Involvement → Engagement → Family Learning
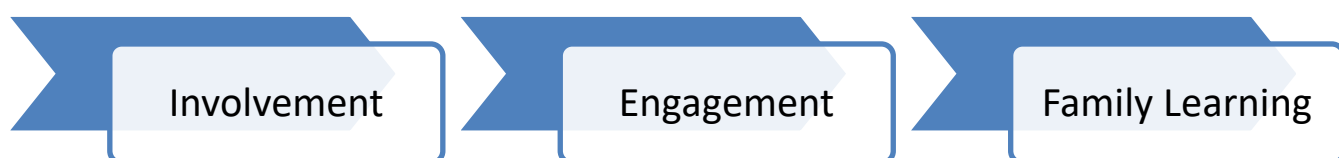
Previous studies and recommendations consider what effective family learning looks like to practitioners. Furthermore, it is important to remember that effective family learning may look different to families. There is no 'quick fix' in partnership working with parents and professionals are required to invest time to build relationships and to provide space for discussion. Given the complexities, diversities, cultural differences and varying learning styles amongst families, effective family learning could have different timescales and meanings.

4 - TARGET SETTING AND BENCHMARKING AGAINST NATIONAL STANDARDS

Overarching Strategy for Target Setting

All our establishments have procedures in place for the tracking and monitoring of pupil progress towards key milestones with an increasing focus on ensuring improving levels of attainment for all and closing the attainment gap between the most and least deprived young people in our establishments.

Moray Council has a range of expected performance levels and as such has developed internal targets for improvement. It is essential that we raise attainment for all children and young people, in particular those who have been disadvantaged by existing poverty-related attainment gaps.

The Key Performance Indicators are for the lifespan of this policy; however, yearly incremental targets have also been set and are available in **Appendix 2**.

Moray Council recognises that the yearly incremental targets will not necessarily be appropriate for every school. The yearly incremental targets are the averages for Moray Council and as such each school may meet, not meet or indeed exceed to meet the wider authority targets.

All establishments should be encouraged to adapt these yearly targets to meet the needs of the young people they teach and the context of their establishments to ensure that they contribute positively to the local authority attainment figures. We would encourage establishments to include all staff in the target setting process. Exemplars of good practice in target setting are being collated for wider sharing.

Education, Communities and Organisational Development Committee Reporting Cycle – Attainment and Achievement

Broad General Education – Education, Communities and Organisational Development Committee Processes
Achievement of Curriculum for Excellence Levels Committee Report is prepared after the December release of data by Scottish Government and is presented to the next Education, Communities and Organisational Development Committee after this date.

Senior Phase – Education, Communities and Organisational Development Committee Processes
Interim Senior Phase Attainment Committee Report is prepared after September Insight release of Local Measures and is presented to the next Education, Communities and Organisational Development Committee after this date. A further Attainment and Achievement Committee Report is prepared after the February Insight release of National Measures and is presented to the next Education, Communities and Organisational Development Committee after this date.

Broad General Education

Within the BGE, establishments should use the following methods to monitor progress towards their targets:

- Annual Achievement of Curriculum for Excellence Level data
- Achievement of Curriculum for Excellence Level Early Indication data – Nov/March
- Teacher professional judgement gathered from a range of assessment approaches
- Scottish National Standardised Assessment data
- High-quality assessment materials which have been appropriately moderated
- Learning conversations with children and young people
- Tracking/Assessment/Progress Meetings – stage and whole establishments
- Other appropriate strategies

It is recommended that establishments should pay particular attention to how the ACEL Early Indication data compares to the final data for their school. Where notable discrepancies are found, professional dialogue should take place to ensure future early indications could be more accurate. Establishments have discussion prompts and challenge questions to support this as a Senior Leadership Team approach and also with individual practitioners to engage in the raising attainment agenda. This is contained within **Appendix 8.**

Early indication of ACEL levels are collected twice yearly from all establishments to support ongoing assessment and moderation approaches as well as support and challenge for improved levels of attainment within the BGE.

Key Performance Indicators are for the lifespan of this policy; however, yearly incremental targets have also been set and are available in Appendix 2. The overview for BGE attainment is shown below.

OUTCOME 1 – RAISING ATTAINMENT FOR ALL IN THE BROAD GENERAL EDUCATION (BGE)	
Indicators	**End of Strategy Performance Target 2022/23**
Percentage of Primary Pupils Achieving Expected CfE Level in Literacy	**85%**
Percentage of Primary Pupils Achieving Expected CfE Level in Numeracy	**85%**
Percentage of Secondary Pupils Achieving Expected CfE Level in Literacy	**93%**
Percentage of Secondary Pupils Achieving Expected CfE Level in Numeracy	**94%**

Central officers meet with school leaders and relevant staff several times a year to review attainment levels and intervention approaches, including Pupil Equity Fund plans and impact. Wider approaches to support this are undertaken through moderation processes, QAMSO support, curricular group meetings and moderation activities. Further information is contained within the **Moray Council BGE Assessment and Moderation Guidelines.**

Senior Phase

Within the Senior Phase, establishments should use the following methods to monitor progress towards their targets:

- Regular tracking and monitoring data for subjects, including literacy and numeracy
- Teacher professional judgement gathered from a range of assessment approaches
- Prior attainment – including S3 Achievement of Curriculum for Excellence Level data
- Annual Achievement of Curriculum for Excellence Level data
- Achievement of Curriculum for Excellence Level Early Indication data – Nov/March
- Trend data for attainment within year groups and subjects
- High-quality learning conversations with students
- Profiling and reporting
- Prelim results and ongoing analysis of assessment data
- Rigorous use of Insight at a whole school and departmental level
- Pathway planning meetings linked to positive and sustained destinations
- Other appropriate strategies

Establishments should pay particular attention to how their ongoing tracking and monitoring data compares to prelim results and final results for each subject. Where notable anomalies are found, professional dialogue should take place to ensure future tracking data is more accurate. Most secondary establishments gather, analyse and share a wide range of data to ensure robust tracking and monitoring of key performance indicators are in place.

Key Performance Indicators are for the lifespan of this policy; however, yearly incremental targets have also been set and are available in **Appendix 2**. The overview of the Senior Phase attainment is shown below.

OUTCOME 2 – RAISING ATTAINMENT FOR ALL IN THE SENIOR PHASE	
Indicators	**End of Strategy Performance Target 2022/23**
Percentage of Leavers Achieving SCQF Level 4 or above for Literacy	**98%**
Percentage of Leavers Achieving SCQF Level 4 or above for Numeracy	**94%**
Percentage of Leavers Achieving 5+ Awards at SCQF Level 5 or above	**69%**
Percentage of Leavers Achieving 5+ Awards at SCQF Level 6 or above	**42%**
Percentage of S5 Students Achieving 1+ Awards at SCQF Level 6 or above	**73%**
Percentage of S5 Students Achieving 3+ Awards at SCQF Level 6 or above	**55%**
Percentage of S5 Students Achieving 5+ Awards at SCQF Level 6 or above	**35%**
Percentage of School Leavers entering a Positive Destination	**98%**

Central officers review Senior Phase attainment in September of each year after the Insight update of cohort attainment. This is undertaken with the SLT in each of our establishments and is supported by the QIM/QIO with responsibility for Raising Attainment and Achievement, the school's QIM/QIO as well as peer SLT from other establishments. Following this meeting, the school receives an attainment report with action points as well as a request for early indications for the next session using key performance measures. This is collated and shared among the 8 schools and the Moray average is calculated in order to monitor our progress towards our Key Performance Indicators.

Schools undertake departmental attainment meetings during Term 1/2 to review SQA data and attainment as well as Insight Benchmarking information. This is also supported by central officers as appropriate and twice yearly subject group meetings.

The February update from Insight is accompanied by a second attainment meeting focusing on leaver data and this meeting is similarly attended but also includes Elected Members from the relevant ward. Schools focus on the action points resulting from these meetings to continue to improve attainment.

5 - Ongoing Impact of COVID-19

<u>Broad General Education</u>

In Moray, we have previously gathered and analysed the ACEL data for a 4 year period (2016-2019) in line with Scottish Government requirements for collection. We have used school trends and a range of comparators – NIF Stretch Aims, Moray and National data as well as information from the BGE Benchmarking Tool, to measure improvement and set targets for next steps.

Due to COVID-19, Scottish Government did not request the collection of data for session 2019/20, however within Moray we proceeded with data collection in order to ensure we had a complete dataset and to provide schools with the data to measure attainment over time and to continue our aim to raise attainment in Moray. The stipulation that schools were given was that they were to use data available up to and including the date of school closure of 20 March 2020 but to also consider additional evidence which school may have available during the lockdown period.

What can we do to improve our BGE attainment?

The following aspects were common across many schools and this will be further developed during attainment and quality improvement visits and discussions during the session to continue to increase of Achievement of Curriculum for Excellence Levels in the BGE across Moray.

Primary	Secondary
• Rigour of tracking and monitoring • Ongoing tracking and attainment meetings within school • Planning of assessment within learning and teaching • School assessment framework where all judgements take place in term 4 of P1, P4 and P7 • Increased need for moderation review and relaunch • Use of benchmarks to make key assessment judgements and clarity over "gaps" • Ongoing concern as to the gap from P1 to P4 • Need for consistent and appropriate progressions	• Rigour of tracking and monitoring • Ongoing tracking and attainment meetings within school • Planning of assessment within learning and teaching • School assessment framework where all judgements take place in term 4 of S3 • Too much focus on completing Third Level and hesitance to move to Fourth Level within S1-3 period • Increased need for moderation review and relaunch • Use of benchmarks to make key assessment judgements and clarity over "gaps" • Need for Literacy and Numeracy as the Responsibility of All across secondary schools • Rigour of secondary BGE curriculum

<u>Senior Phase</u>

SQA examination processes for session 2019/20 were significantly different following the cancellation of the exam diet due to COVID-19 and the request for schools to submit estimates for S4-6 young people with additional refined banding and ranking. The attainment data following the results day has been analysed and the attainment meetings for session 2019/20 is based upon the gradings and results awarded by SQA.

In providing estimates for senior phase attainment, the focus across Moray was:

- Use of teacher professional judgement in order to estimate the learner grade and band based on their demonstrated and inferred attainment of required skills, knowledge and understanding for each National Course
- Demonstrated and inferred attainment means that teachers used any assessed coursework that has been accumulated during the course, and also took into account their knowledge of the progress young people have made with knowledge, skills and understanding, even when this was not explicitly assessed
- The estimate was developed as a judgement of a grade and band based on a holistic review of all available assessment evidence as well as additional information gathered from pupil performance and tracking and monitoring over the course of the school year
- It was of vital importance that the improvements young people made in the latter parts of the course after the prelim exam were taken into account, even though teachers may not have had additional evidence of that improvement. There was no process nationally to monitor this although it would have an impact of the quality and level of estimate provided

In order to ensure that there was a robust estimate submission, a local quality assurance process was put in place.

- **Within** departments there was robust discussion about estimates, with this discussion led by Principal Teachers (PTs). The purpose of these discussions was to ensure that there was consistency in the way that decisions were made about estimates taking into account attainment which is completed and that which relies upon teacher professional judgement
- **Between** departments the Principal Teachers liaised with each other within a school to ensure that there was consistency of approach, and also used subject group networks to support consistency and reliability across the authority – this was promoted with subject PTs. The role of Principal Teachers of Guidance provided pupil information to subject based decisions
- Many **new PTs** received additional support and practical solutions in the collation of evidence and the estimates for young people; Senior Leadership Team (SLT) link and subject groups provided this as well as PT mentors across the school
- **SLT** in schools lead and supported these processes by liaising with link departments to monitor the process and quality assured the decisions being made – there was also an opportunity for an element of challenge, this included looking at prior attainment, considering improvement actions which have taken place and the use of tracking, monitoring and target setting

Datasets – there was a clear rationale for using datasets for the previous 5 years where estimates and actual marks were used to support the agreement of this year's estimates in line with a concordant approach and for ranking. Research and Information Officer provided an additional range of spreadsheets with pivot tables to support and challenge the estimates being generated. This aided the moderation processes in all schools and we were able to measure concordancy with previous performance.

As a final component of the processes in Moray, each school had a meeting with the local authority SQA Coordinator to quality assure the estimate data and sign off for final submission within the deadline. In Moray, we submitted 100% of estimates required and the estimates submitted became the core Moray attainment dataset for session 2019/20.

Preparations for Session 2020/21 and Beyond

In preparation and ongoing work for a session which the unknown in at the fore, schools have developed contingency plans to support any potential school, local or national lockdown. This has included a continuation of our normal processes:

- BGE ACEL Attainment discussions with schools
- BGE ACEL Early Indication for session 2020/21
- BGE Tracking and Monitoring
- Scottish National Standardised Assessments – P1, P4, P7 and S3
- SQA/Insight Senior Phase attainment meetings with schools
- Secondary Departmental Attainment Meetings
- Secondary Subject Group Meetings
- Senior Phase Early Indication for session 2020/21
- Senior Phase Tracking and Monitoring

There will also be additional support and preparation taking place to ensure our learners are best placed to support the ongoing uncertainty, while still ensuring the best outcomes for children and young people:

- Transitions into P1 and S1 and across stages
- Baseline assessment of learner progress since lockdown and the return to school in August
- Focus on wellbeing, literacy and numeracy in Term 1 in primaries
- Progress through the BGE in secondaries
- Response to SQA and subject based advice and support as SQA Exam diet advice for session 2020/21 is developed
- Guidance and implementation for blended learning approaches
- Ongoing training for live virtual learning approaches
- Publication and promotion of Moray Learner Survey
- Implementation of Our Moray Standard for Learning and Teaching