



# COLQUHOUN PARK PRIMARY



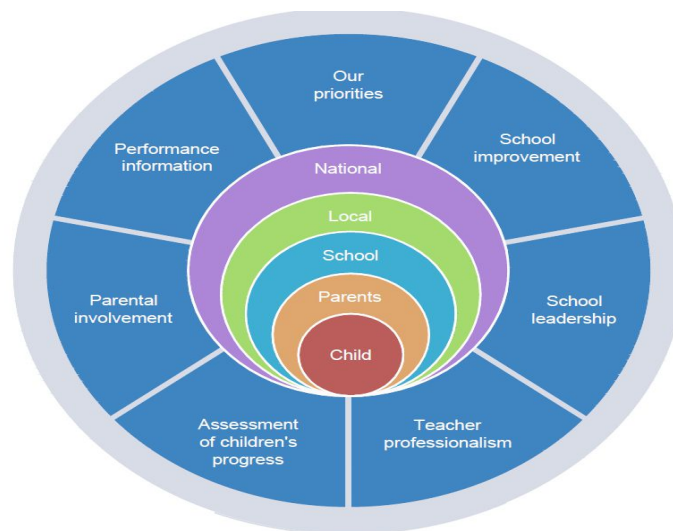
## Self Evaluation and Raising Attainment Strategy

*The changes brought about by Curriculum for Excellence should lead to improved quality of learning and teaching and increased attainment and achievement for all children and young people in Scotland, including those who need additional support in their learning.*

*Building the Curriculum, Learning and Teaching Scotland 2008*

It is accepted that young people's life chances are often determined by their attainments and achievements in their early years and at school. Research has shown a clear link between levels of poverty and lower attainment.

In Colquhoun Park Primary School, we are committed to raising attainment and ensuring equity for all. **The National Improvement Framework** details key drivers for improvement and details the responsibilities at authority and school level. Evidence from self evaluation at both school and authority level will inform the standards and quality reporting and the improvement priorities.



In Colquhoun Park, we promote and implement a range of strategies proven to be key to successfully addressing the attainment gap. These include:

- A belief that every child matters and can achieve at the highest level;
- Enabled leaders and a culture of leadership focused on improved outcomes for all learners;
- Effective and professional practitioners who work to clear standards using proven strategies whilst also being willing to learn new, evidence-based methods, recognising the importance of continuing professional learning;
- Learners who are engaged and active participants;
- Recognition of factors out with the school, and
- Rigorous use of appropriate data.

These are clearly reflected in the key drivers for improvement in the National Improvement Framework.

### School Leadership

In Colquhoun Park Primary we aim to ensure that everyone develops the attributes, knowledge and skills they will need for learning, life and work. To achieve this we provide regular opportunities for self-evaluation both formal and informal. Effective, ongoing self-evaluation provides unique and valuable information about what is having an impact on learners. We believe that a culture of self-evaluation and planning for improvement is

essential. Everyone has a role to play in raising attainment and through effective leadership at all levels, engagement with this rigorous and collaborative process will ensure that we raise attainment for all pupils.

### **Teacher Professionalism**

All teachers and support staff in Colquhoun Park Primary have a Professional Review and Development as detailed in the Council's policy outlining personal and professional opportunities. Our School Improvement Plan details the professional learning required to implement priorities and this is linked to Staff Professional Review and Development and encompasses all forms of professional learning. All teachers are required to record and evaluate their professional learning as part of the requirements for GTCS Professional Update.

Staff at Colquhoun Park are encouraged and have opportunities to lead on curricular developments and to be members of Professional Learning Communities within the school, cluster and authority. Practitioner enquiry should be at the core of our professional learning. 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. In Colquhoun Park Primary, SMT ensure systems are in place to support teachers to engage in moderation activities within school, cluster and across the Authority..

### **Parental Engagement**

At Colquhoun Park Primary, our parents and carers have a key role in supporting their child's learning and development. Parents are provided with clear information in relation to their child's progress and our arrangements for reporting, developed in consultation with the Parent Council. Embedding the Nurturing Principles, Vision, Values and Aims, and promoting these in partnership with our families, is at the heart of our raising attainment agenda at Colquhoun Park Primary

A programme is in place to involve parents in their child's learning and development. This includes planned opportunities for family learning across the school from Nursery to Primary 7.

The Headteacher and SMT, supported by the Education Service's central team and locality teams, work to ensure equity for all children. We have developed strong partnerships, working with a range of agencies to support parents. Within EDC this includes Supporting Families Team, Family champion (Nursery Early Years Worker), Family Learning, Wellbeing Support and other outreach services. We also work closely with Social Work, Health, Police often across council boundaries. In addition, we reach out to local community support groups and charities seeking support for our more vulnerable families - 3D Drumchapel, CEDAR, ACES. This is a crucial element of our implementation of Getting it Right for Every Child at Colquhoun Park Primary. ( GIRFEC)

### **School Improvement Planning**

Self-evaluation and planning for improvement requires the involvement and commitment of all. In identifying priorities for improvement we take account of national and local priorities and we consider the views of all stakeholders including staff, learners, parents and the wider community. At Colquhoun Park, our Curriculum Rationale outlines our curriculum framework and reflects our unique context. The agreed priorities are written up in the School Improvement Plan. Priorities are manageable and monitored regularly by those responsible for leading that improvement priority. Professional learning opportunities for staff are clearly linked to this in order to maximise the impact any development will have on learners. Professional development opportunities are discussed and recorded through the PRD process (teachers) and PDR process (support staff).

### **Assessment**

Colquhoun Park Primary School's Assessment Strategy covers the following areas:

- purpose and principles of assessment;
- links between learning, teaching and assessment;
- place of formative assessment;
- 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.

Effective use of both formative and summative assessment provides data to inform planning, teaching and learning ensuring that learners maximise their successes and achievements. Continual and ongoing formative assessment is used as a core part of the teaching process to monitor progress and inform next steps in learning, in addition to the range of different summative assessments teachers use throughout the session to track learners' progress across the curriculum using Benchmarks, standardised tests, annotated examples.

Periodic summative assessments also take place 2 times a year for Numeracy and Maths, Reading and Writing. In reading and in maths one of these assessments is a standardised test. The others are planned by teachers and are differentiated to meet the needs of the learners. In reading these will include spelling assessments, unseen comprehension, cloze procedure passages, etc. In writing, there will be 2 pieces of writing completed over the year and marked against agreed, moderated criteria. In Maths, teachers use TJ assessments, Heinemann check ups, mental maths questions, CPPS own assessments. Assessments are planned to help teachers assess the children against the progression 'I can' statements they have planned to focus on that term including IDL skills. This means they have some summative evidence in addition to their classwork / observations and can make an evaluative judgement based on a range of evidence to say if children are making good progress towards/ achieving key milestones.

Formal testing provides another set of data which is analysed by teachers and SMT to ensure individual support and challenge as well as identifying trends in learning and teaching. A summary of the information is recorded along with related actions to help improve outcomes for learners.

Nursery	SDQ and Ferres Laevres
P1	Baseline
P2-7	NGRT, Progress in Maths
P3	Holistic Screening

Assessment data and information, along with teachers own observations and ongoing assessment is discussed at the Assessment and Tracking meetings and Support for Learning Consultations with SMT which take place each term. The data is used effectively to rigorously analyse attainment to inform improvement.

SMT and teaching staff at Colquhoun Park Primary utilise our tracking system effectively to track the attainment and achievement of individual children with the appropriate intervention strategies in place to provide support and monitor children with additional support needs. Universal Support planners have been drawn up to detail differentiation across 4 processes for individuals / groups to evidence support and challenge.

This is in line with the Council's strategy to ensure the implementation of Getting it Right for Every Child (GIRFEC).

### **Tracking and Monitoring**

As part of the summative assessment process teachers record scores on a spreadsheet for each child and identify children who they feel have over or underperformed compared with their classwork/formative assessment. SMT scrutinise the assessments and results and note comments for a discussion with the class teacher about children's achievements, progress and development needs and how best to improve. During feedback teachers are asked to critically evaluate practice and the subsequent impact on learners. Key notes/ actions from this meeting are recorded and both SMT and teachers keep a copy and ensure any action points are followed up. During this meeting our whole school tracking is updated to show progress towards Curriculum for Excellence levels and notes are made to record key discussion points/ additional support put in place/ actions for SMT or teacher.

Achievement of a level is underpinned by the moderation process. Teachers plan assessments together at the planning stages and agree standards for a level and examine evidence to determine if children are secure at the level. Moderation takes place at school and cluster level. As part of moderation, professional dialogue is key and it is expected that as reflective practitioners there will be discussion and evaluation of lessons as well as of completed pieces of work. Opportunities for peer evaluation and peer learning walks will also be planned through the TLC. These will have a clear focus and will enable colleagues to observe the impact on learners of planned learning and teaching. This will also support the process of moderation across the school.

As a result of this rigorous process teachers will have clear evidence of improvement based on actions taken as a result of their self-evaluation i.e. planning/assessment/evaluation cycle. Teachers will ensure that opportunities are made for learners to reflect on their progress and engage in dialogue with their teacher. This is done through the use of Learning Logs and Target setting. Children have a crucial part to play in gathering evidence which shows they are achieving their targets and this is kept in their Learning Logs.

SMT regularly observe learning in classes, sample children's work and talk to children about their learning. This is done with class groups as well as the LATCH (Learning and Teaching Group) who meet termly with the headteacher.

Parents are involved throughout this process and are given opportunities to give opinions through feedback at pupil led parents evenings and through questionnaires related to progress. In Colquhoun Park, parents are provided with 2 interim reports during the year focussed on core learning progress and next steps rather. Parents are invited to comment and provide feedback to their child as part of this process. They also play an active role in terms of support planning and reviews for children with additional needs.

The SMT will use all data and intelligence (including e.g. SIMD/Risk Matrix) gathered to report on the number of children who have achieved a level.

### **Forward Planning**

Forward planning is the responsibility of each member of the teaching staff and will be moderated by a link member of the SMT. In order to share standards and expectations across all levels from Early onwards, the head teacher will moderate planning across the school. Plans have a clear focus on developing experiences and outcomes and skills for each curricular area. Benchmarks are used to inform planning for core literacy, numeracy and health and wellbeing. Teachers should plan with their stage partner (if there is one) to ensure consistency across stages. Guidelines are provided to help teachers with the Forward Planning process and SMT are always available to support with this.

An overview for each stage is provided and, in addition to curricular areas, this also identifies which outcomes are being developed through the life and work of the school and opportunities for personal achievement.

At Colquhoun Park our planning has been streamlined to address the Tackling Bureaucracy agenda and provides a Yearly overview of skills progression across all curricular areas, IDL planners, core planners detailing E's and O's of new skills and learning

Literacy and numeracy plans should also clearly show differentiation for groups/individuals. These groupings will be defined through analysis of standardised test results, summative assessments, ongoing performance in class, professional judgement and are agreed at the tracking meetings with SMT and will be monitored and reviewed regularly.

Where Universal Support requires a more detailed plan for pupil/s, a Universal Support Plan will be completed in consultation with ASN Coordinator.

All of the above is planned for in the Quality Improvement Calendar agreed collegiately.