



Glenbervie School
Raising Attainment Strategy
Updated March 2020

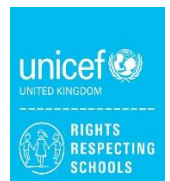
We take pride in the fact that this is a happy and industrious school with a real sense of team spirit. The education of a child is far too important to be left to a school alone, thus we have an attainment strategy which focuses on leadership at all levels, drives change and self-evaluation to raise the levels of attainment for all children in the school.

At Glenbervie School we value Responsibility, Fairness, Respect, Honesty and Care. We believe in **Growing**, **Progressing** and **Succeeding** together. Our aspiration is to enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society. As a Rights Respecting School we believe that "All Children have a right to an education that helps develop their personality, talents and abilities to the fullest" (UNCRC Article 29). We use the UNCRC to help shape our 3 expectations: Be respectful, Be Responsible, Be Safe.

We aim for excellent standards of attainment and achievement in work, life and play and every staff member has high expectations for our pupils. To achieve excellent attainment it is important that we look at getting it right for all learners by removing any barriers to learning.

At Glenbervie we use the following approaches to raise attainment

- We have **high expectations** of pupils and encourage them to develop high expectations of themselves.
- We promote an **ethos** of open, positive, supportive relationships and promote a climate where pupils feel safe and secure. Good behaviour and positive attitudes are fostered through praise and recognition. Pupils are encouraged to value themselves and others and develop effective citizenship skills. These skills are fostered through co-operative learning activities.
- We also aim to offer rich opportunities for development, progression and achievement for children who need additional support for their learning, using individualised educational programmes, co-ordinated support plans and any other plans to support them. **Universal support** is available in an inclusive manner through team teaching and flexible methodologies.
- We collaborate with our **Partner Agencies** in a timely and effective manner to ensure interventions are planned, implemented and reviewed to assess impact.
- We incorporate national and local improvement **frameworks** into our curriculum design including the use of the Aberdeenshire Frameworks, which results in challenging, progressive and enjoyable programmes of work that give balance across the curriculum.
- We use a wide range of **teaching strategies** which are implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. To this end we adopt a variety of pedagogical approaches to ensure our curriculum is interesting, engaging and child centred. For instance children are involved in individual tasks, group tasks, practical tasks, games based activities or activities which make use of Digital technologies. We also engage in outdoor learning, educational visits where appropriate and take opportunities to have visiting speakers in our school to further excite and enthuse our learners.



- We use **Benchmarking** including the Aberdeenshire Frameworks and education Scotland to ensure shared standards of moderation and attainment across the curriculum.
- We promote pupils understanding of their learning pathways using a wide range of **Formative Assessment** strategies. Assessment for Learning Strategies are promoted and we encourage children to self or peer assess their work as a way of having children engage in reflective discussions. These discussions enable pupils to reflect on whether the intended learning has been achieved, what their strengths are and how these can be improved. The pupils often discuss their next steps. **Visible Learning** has been an area of key development and strength which continues to be developed.
- We use a robust **tracking** system, including data analysis to match pupil resources and needs.
- **Funding** including **PEF** is directed to best meet needs and enhance the learning experiences for our pupils.
- We recognise our **unique location**. It is a community that works in partnership with the school to enhance the learning and experiences of our pupils. Close links with our local farming communities and businesses allow improved learning provision and have positive impacts for the young people and families in our community. As a result of effective partnerships our learners have access to extended learning pathways through which they are developing skills for learning, work and life.
- We use our outdoor classroom area, the MOLE (Multipurpose **Outdoor Learning** Environment) Zone, to provide a stimulating setting for learning. Pupils use a local woodland area on a regular basis for outdoor learning activities and gardening.(school@theharvey)
- **Parents** have a very important part to play too. We pride ourselves on our Open Door Policy and increased parental engagement in the children's learning. The partnership, help and support from parents is strengthening leadership at all levels within our school and contributing to increased attainment.
- We promote **opportunities for personal achievement**, planned through the school, enrich the life experience of learners. We also respond to the personal interests and aptitudes of learners through clubs, community, charitable and fund-raising activities. Some of these activities are voluntary for learners and are organised as 'extra-curricular' opportunities. However, they play a major part in creating opportunities for individual growth, progress and achievement. We have therefore developed ways of making these experiences available for all learners, including our **Lifeskills Award** Scheme.

Priorities for next session

- Review current planning frameworks to compliment and make best use of Aberdeenshire Frameworks /Education Scotland Benchmarks. Ensure consistency throughout school and cluster whilst remembering workload.
- Continue to implement Visible Learning, mind-set, restorative and collaborative teaching approaches throughout school to ensure high quality learning, teaching & assessment.
- Use tracking data more effectively to plan, measure and prioritise interventions and resources. Measure impacts if these Interventions. Focus on Literacy, especially Writing.
- Purchase appropriate resources linked to Improvement Plan and PEF.
- Use PEF to look at reducing the Attainment GAP
- Continue work on Creativity and Employability by linking in the DYW and Life skills agenda.