



2. Education

2.3 Policy for Raising Achievement

RATIONALE

The starting point for raising achievement is the acceptance that:

- Child achievement is lower than it could be.
- The school and its teachers are able to do something about it.
- One of the most important functions of the school is to maximise achievement.

1 Attainment is lower than it could be.

At Rose Hill Westonbirt School we believe that, whatever the current levels of child attainment, they can always be improved. Changing teaching methods, courses, learning resources and systems of internal organisation can all have an impact on attainment. We have a duty to our children to strive to find and use the best teaching methods and organisation systems available. If potential improvements are identified, we must also ensure that all our children can benefit from them and not just those lucky enough to have a very good teacher.

2 The School and its Teachers Are Able to Improve Achievement.

We believe that we can change the level of child achievement and raise it above what children would have achieved without our help. We aim to be counted as one of the better performing schools. We aim to add value to our children's education, helping them achieve beyond the level they would otherwise have been expected to achieve. This is what it means to be 'a good school'. Rose Hill Westonbirt School aims to be a very good school.

3 One of the most important functions of the School is to Maximise Achievement.

We believe that one of the most important purposes of the school is to maximise the achievement (or realise the potential) of our children. This is one of our stated aims. Our children need to leave school as well equipped as possible to secure employment and contribute towards society in future. In the short term, they need to be as well prepared as possible to succeed in the next key stage. This means equipping them with as many academic, study and personal skills as possible and explicitly teaching children how to acquire them.

There are many other responsibilities that we have towards our children. These include their spiritual, moral, social and cultural development and the provision of a secure and safe learning environment. Ultimately our success must be judged by the quality, range and depth of the achievements of our children.

Rose Hill Westonbirt School will make raising child achievement our highest priority. We will do this by:



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- ensuring that curriculum plans provide sufficient opportunities for children to achieve at the expected levels;
- monitoring child achievement and progress closely in all year groups;
- setting challenging targets for child achievement and monitoring progress towards them;
- defining the standards of achievements that we expect from most of our children;
- narrowing the range of variations in achievement between year groups;
- holding teachers accountable, within reason, for the delivery of the school's curriculum and the achievement of their children;
- ensuring that our internal organisational arrangements reflect the priority which we give to raising achievement.

A. Curriculum Planning

At Rose Hill Westonbirt School curriculum planning, for all subjects, takes place at three levels:

- Long-term planning (or overview): this lays out the broad sequence of topics or units taught and the expected amount of the time allocated to each.
- Medium-term planning: this lays out in more detail the content, tasks and activities that will be undertaken in the topic/unit of work.
- Short-term planning: this lays out the precise teaching tasks and learning objectives for the immediate period (a week, a series of lessons or perhaps a single lesson).

The long- and medium-term plans, together, are the scheme of work for the subject.

- Our schemes of work should state not just the topics to be covered, but also the outcomes expected from the children as a result of the work.
- All schemes of work should contain clear learning objectives.
- These statements of skills and concepts will demonstrate a clear progression in demand and achievement as children move through the school.
- In our schemes of work, for all subjects, we will provide sufficient, clear opportunities for children in all year groups to give extended, independent presentations (whether written or practical in nature).
- Medium-term plans should state explicitly the work which children are expected to complete and the standards of work expected
- Teachers' short-term plans should link directly to the learning outcomes in the scheme of work; if necessary they should show how work is to be differentiated to allow lower attaining children to reach the desired standard and to extend able and talented children.
- Class teachers and the Deputy Head (Academic) will monitor these aspects regularly.

Our plans should make clear and explicit links between the work children are set and the standards they are expected to reach. For example, the English scheme may state that children are expected to be able, independently, to write extended descriptions by the



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end of Year 4. The work prescribed (in medium-term plans) should therefore require them to practise descriptive writing frequently. Short-term plans should refer, as appropriate, to the teacher's strategies for teaching the skills of description.

B. Monitoring Children's Achievement and Progress in all Year Groups

The progress of children towards high achievement should be a smooth progression from their first year in the school. By the time most children reach these key points in their school career, weaknesses and gaps in understanding should have been identified by the teaching staff.

At Rose Hill Westonbirt School we are clear about what we expect from the majority of children in each year group. We therefore collect evidence and monitor children's work, on a regular basis, to ensure that under-performing children are identified and that the majority are on course to achieving what is expected of them.

The evidence we gather is made available to all relevant teaching staff internally. It is made available to parents, through our reporting systems and during parents' evenings. Children are made aware of the evidence through individual discussions with their teachers and by teachers' comments in the marking of class work and assessments.

We try to monitor children's progress towards the expected standards by:

- a regular, timetabled cycle of monitoring children's general work; over time this will cover all subjects and all year groups
- findings should be discussed, as a standing item, at regular staff meetings
- Class teachers and the Deputy Head (Academic) should be responsible for discussing strategies and ensuring that remedial action is taken in the case of children not meeting the desired standards; priority will be given to English, Mathematics and Science
- the Deputy Head (Academic) will monitor the impact of these strategies on overall attainment

Teachers at Rose Hill Westonbirt School are professional people and welcome feedback on their own performance and reassurance that their teaching is effective.

We will monitor the performance of teachers by:

- collecting and sampling work, on a planned and systematic basis, to ensure consistent coverage, depth and range of work in subject classes;
- analysing internal assessment results, standardised and national test results on a class-by-class basis and giving feedback to class teachers on the performance of their class;
- comparing the accuracy of predicted child performance, both in internal and external assessments, on a class-by-class basis;
- analysing the performance of boys, girls and other selected sub-groups on a class-by-class basis;
- ensuring that the results of these analyses are recorded and discussed in appropriate, planned contexts such as team meetings, appraisal interviews, staff development and in-service training sessions;



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- regularly monitoring the quality of teaching for its impact on child attainment;
- ensuring that our staff development programme will be linked to the results of these analyses.



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C. Setting and Monitoring Achievement Targets

At Rose Hill Westonbirt School the process of target setting is an important foundation for our policy of raising attainment across the school.

All targets will be monitored by the regular collection of child test and teacher assessment data. We are committed to acting on the results of our assessments if attainment falls below our expectations.

We will set and monitor our targets by:

- identifying minimum standards which we expect most children to have mastered by the end of each year, in all subjects;
- gathering data on children's progress towards these standards as they move through the school;
- making use of all available external data which might help us to confirm or moderate our judgements – see Assessment and SATS policy;
- identifying a range of targets which enable us to monitor the progress of the whole cohort and not only those most likely to pass national tests at the expected levels;
- making the analysis and discussion of data on children's attainment and progress a regular item on the agenda at senior management and whole staff meetings;
- ensuring that our internal organisation reflects the priority we give to child achievement;

As a school, we believe that one of our highest priorities is to maximise child achievement. It is the Head Teacher's concern that unites the interests of all staff. Because of this our internal arrangements, job descriptions, policies, data collection, staff development, and meetings structures will reflect our focus on raising achievement.

We will try to ensure that achievement is prioritised in our internal organisation by:

- scheduling a regular, annual cycle of staff meetings to review and discuss overall levels of child achievement;
- establishing, through job descriptions, class teacher's and the Deputy Head Teacher's responsibility for standards in subject areas (and allowing them time and resources to exercise their responsibilities appropriately);
- reviewing, over time, all relevant school policies to ensure that they refer explicitly to their impact on achievement (in other words policies for marking, assessment, homework and so on, must link directly to raising attainment).

Summary

Our approach to raising attainment is based upon giving clear help and guidance to teachers and children, about the range and levels of attainment we are looking for.

We aim to provide this guidance through our schemes of work:

- in every subject (but especially English, Mathematics and Science)
- in every year group (not just those which are facing SATs)



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It is difficult to raise attainment across the board without having high expectations of all children, from the day they enter the school to the day they leave. We make our expectations clear and consistent by:

- setting clear and realistic standards, for every year group, which we expect most children to achieve.

It is difficult to raise children's attainment if we do not know accurately the levels at which they are currently achieving, their strengths and their weaknesses. To avoid these problems we monitor and discuss our children's progress continuously across the key stages by:

- setting common assessments focused upon the yearly target standards
- collecting, recording and analysing data about child achievement to a regular schedule
- feeding this information back to teachers

Even if we have good quality data about children's achievement, it is still difficult to improve standards if teachers do not have the strategies to address and overcome any problems. We aim to strengthen the role of teachers by:

- giving class teachers a key role in raising levels of attainment in their subjects
- monitoring teaching on a planned basis and providing clear feedback
- demonstrating a commitment to support the Professional Development of our staff

Our strategy for raising achievement is therefore based firmly upon expectations, planning, teaching, assessment, diagnosis and response.

These are all areas in which teachers have strengths and expertise. We are raising the attainment of our children through our skills and knowledge. It is not happening to us, or happening by accident. It is happening because of our systematic application of high expectations, sound professional skills and conscientious monitoring of results.

Signed.....

Date.....

To be reviewed by