

Raising attainment



curriculum for excellence



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ISBN: 978-1-78045-761-1

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St Andrew's House
Edinburgh
EH1 3DG

Produced for the Scottish Government by APS Group Scotland
DPPAS12813 (03/12)

Published by the Scottish Government, March 2012

Raising attainment

Why focus on raising attainment for all?

Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances.

Every part of our education system has a part to play. The early years are crucial, laying the foundations for future learning and development, moving through to school and beyond.

As a teacher, you are central to raising attainment in Scotland. We have achieved a lot, but we can build on our strengths, and the improvements we are making through Curriculum for Excellence ensure that we can firmly embed a culture of continuous improvement. One outcome of this must be to address the link that exists between relative disadvantage and lower attainment. Together we can ensure Scotland's education system is delivering improved life chances for all of our children and young people.



What raises attainment?

To raise attainment we need to make strong progress at each stage of learning. By ensuring that every child is progressing well at all ages, by maintaining the pace of progress and by consistently building confidence, you can help to further improve the opportunities for all of our children and young people.

We have many successful learners being taught by lots of great teachers across Scotland. The following six approaches to raise attainment will be recognisable to you, and are based on practitioners' experience of how to make a real difference to learners' levels of attainment. The questions aim to support reflection on practice and should help to stimulate thinking and discussion and then lead to action.

This advice is intended to act as a point of reference, and it sits within a wider range of information and resources on raising attainment that you may also find useful. You can find out more in the 'What next?' section below.



Increasing the ambition, aspiration and expectations of every child and young person

- How clearly do I set high aspirations for every learner, every day?
- In what ways do I communicate these aspirations with the learner, parents/carers and colleagues?
- How can I ensure that all of my learners become self-motivated to achieve the highest level of attainment they can?
- How effectively do I feed back to learners about their successes and areas for development in a way that allows them to gain confidence in their ability to learn?
- How do I “take action early” and intervene appropriately when attainment levels should be better?



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Delivering excellent learning and teaching in every classroom, every day

- How do I know what excellent teaching is?
- How inspiring are my lessons?
- How often do I take time to reflect on the quality of my teaching?
- How frequently do I ask for and receive feedback on my own practice?
- How do I share experiences with and seek to learn from other colleagues?
- In what ways have I recently explored opportunities to develop my professional skills and knowledge?
- Are there more opportunities I can access through my school and education authority to network and share experience/practice within and across schools?



Developing effective leadership at all levels

- How well do we as a school collectively create, share and expect the highest levels of behaviour, attitude, attainment and ambition for every learner?
- How do we track every learner's progress and intervene when attainment appears to be dipping?
- How do we as a school create a culture which actively supports improved outcomes for all learners?
- Does every learner have a strong and lasting one-to-one support relationship with at least one member of staff?
- How do we ensure that leadership capacity is developed through leadership programmes, local networks and/or working across schools?
- How do we hold ourselves accountable for the progress of each and every learner?



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Engaging family and the wider community

- How well do I work with individual parents/carers to help them to support their child's learning through shared high expectations and motivation to achieve?
- How inclusive and proactive is my strategy for enabling parents/carers to engage with me and the school? Is it working?
- How effectively do I look for opportunities to engage the wider community in order to enrich learning experiences, and raise motivation and aspiration amongst my children and young people?

Focusing on literacy and numeracy as platforms on which to build future learning

- How am I ensuring essential literacy and numeracy skills run through all aspects of learning?
- How do my colleagues and I work together to encourage a focus on literacy and numeracy?



Using information intelligently to understand progress

- How well do I track each individual learner's progress? In what ways do I advise and coach them on their learning, and does each learner understand the progress they are making and need to make?
- What are the sources of information that I use to understand progress? Am I confident that these are robust, fit for purpose, and the best available? Are we developing robust approaches to quality assurance and moderation?
- How well does my school use benchmarking information intelligently to learn and to support the identification of strengths and areas for improvement in school performance?



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What next?

Find out more about what we can all do to raise attainment and what the next steps are, so that together we can achieve a significant improvement in the life chances of all our children and young people.

Access the support and resources you need at
www.educationscotland.gov.uk

Find out what excellent practice looks like at
www.journeytoexcellence.org.uk

Join the discussion and share your views and experiences at
www.engageforeducation.org/attainment





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