



Williamwood  
High School

Mighty oaks from little acorns grow

# Attainment and Achievement Policy

An Ongoing Story of Excellence for All

Respect \* Ambition \* Kindness



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## **Williamwood High School's Aims**

The school promotes high expectations and standards which create an inclusive environment, where all are encouraged to strive to achieve their full potential. The positive ethos across the school and a high degree of commitment shown by our staff, our young people and our parents, as well as the wider community, allow the young people of Williamwood to achieve their full potential, both academically and socially.

Our school values of Respect, Ambition and Kindness underpin the life and work of the school. We recognise learners' successes in living the school values through their actions and choices. Our school vision of 'Mighty Oaks from Little Acorns Grow' aims to develop the skills which will enable our young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

## Rationale

'Education should develop each child's personality, talents and abilities to the fullest' (United Nations Convention on the Rights of the Child, Article 29).

At Williamwood High School we pride ourselves on working with all our young people to develop their skills for learning, life and work. We provide a wide range of experiences throughout the school, and our wider cluster, to ensure our young people have the opportunities to become Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors. Through strategic planning from transitions, through BGE, and into the Senior Phase, we strive to ensure all young people have the opportunities, resources and staff expertise to be Respectful and Kind in their daily lives, as well as being ambitious for themselves in both their academic successes and wider achievements.

## Background and Legislation

This policy makes use of current documentation that has supported our strategic planning. In particular, we have utilised the following documents:

- Scottish Government. (2023). *Pupil Equity Funding: National Operational Guidance* <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/>.
- Scottish Government. (2023). *All Learners in Scotland Matter: Final Report* <https://www.gov.scot/publications/learners-scotland-matter-national-discussion-education-final-report/>
- Scottish Government. (2022). *Getting it Right for Every Child* <https://www.gov.scot/policies/girfec/>
- Education Scotland. (2010). Building the Curriculum 5: <https://education.gov.scot/media/gs0gnvyu/btc5-achievement.pdf>
- The West Partnership. *Assessment and Moderation* <https://www.westpartnership.co.uk/assessment-moderation/>
- Education Scotland. (2015). *Career Education Standard (3-18)* <https://education.gov.scot/media/1okhy35c/dyw2-career-education-standard-0915.pdf>
- Child Poverty Action Group. (2023). *The Cost of the School Day Toolkit* <https://cpag.org.uk/scotland/CoSD/toolkit>

## Aims of Policy

The aim of this policy is to provide the foundations on which young people at Williamwood High School can attain and achieve their full potential, whatever this means for the young person. We have built this on four specific areas of attainment and achievement:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

## Use of Data

As well as utilising current documentation, we have also worked with the Scottish Government INSIGHT team, and will continue to welcome their input on an annual basis.

As a school we also utilise a range of data to form our strategic direction in enabling young people to attain and achieve to their full potential. This can be categorised in three types:

Williamwood High School	Local (East Renfrewshire Council)	National
<ul style="list-style-type: none"> <li>• Pupil Information</li> <li>• SIMD</li> <li>• Free meal entitlement</li> <li>• Young carers</li> <li>• Looked after and accommodated</li> <li>• Additional Support Needs</li> <li>• Barriers to learning (Pupil support and Support for Learning)</li> <li>• Levels of Literacy and Numeracy</li> <li>• Teacher Judgements</li> <li>• SQA results and component marks</li> </ul>	<ul style="list-style-type: none"> <li>• ERC Standardised Tests and analysis</li> <li>• S1-3 Teacher judgement analysis</li> <li>• SQA results analysis</li> <li>• SQA subject analysis</li> </ul>	<ul style="list-style-type: none"> <li>• INSIGHT</li> <li>• SNSA</li> <li>• SQA national data</li> </ul>

## **Attainment in Literacy and Numeracy**

The school utilises BGE teacher judgements, SNSA and Standardised Test Scores to ensure literacy and numeracy attainment is carefully tracked in S1-3. This enables specific interventions for year groups, targeted groups, and individual young people to ensure they are equipped with the skills to attain to the highest possible standards. PTs of Literacy and Numeracy have embedded curricular strategies to ensure SQA attainment at Level 5 is captured through S4, meaning the school sets an aspirational target of 100% Level 5 Literacy and Numeracy.

## **Attainment Over Time**

Williamwood High School has recently adopted a new monitoring and tracking system for BGE attainment. This followed consultation with young people, parents and staff, who expressed clearly that a newly designed Bronze, Silver, Gold method would enable enhanced articulation of progression within and between CfE levels. It would also facilitate focussed learner conversations and greater parental understanding of their child's working level. Furthermore, this new method has enabled the development of a robust tracking and monitoring system that is utilised by Principal Teachers of Pupil Support and Principal Teachers of Curriculum during the S2 course choices. Through this system, the school has developed breadth and depth for our top 20% performing young people, increased attainment opportunities for the middle 60%, and created a range of bespoke programmes for the lowest performing 20% when moving into the senior phase curriculum. A range of bespoke interventions are utilised at key points throughout the year in the BGE and Senior Phase, through work with PTPS and PTC, class teachers and relevant partners. For a more comprehensive overview of our interventions, please see Appendix 1.

## **Overall Quality of Learners' Achievement**

It is our aim to recognise and value the personal achievements of all learners across the four capacities within Curriculum for Excellence: Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals.

In doing this we aim to:

- Promote a positive ethos of effort and achievement in the school
- Reward all who achieve success in a range of skillsets



- Recognise and reward the contribution made by staff and learners to the school and the wider Williamwood community
- Recognise and reward learner' improvements and progress both in school and out.

A variety of methods of rewarding achievement exist at Williamwood High School and these are currently:

- Verbal Praise
- Stickers
- Praise Postcards
- Positive phone calls home
- Pupil of the block/month
- Recognition on School X Account/Website
- Public display of high quality work
- Acknowledgement through Assemblies
- Certificate/Awards at our Annual Awards Ceremony
- House points/rewards

## Our House System

Our house system gives everyone in our Williamwood community an identity, purpose and an opportunity to develop relationships whilst upholding our school values. The House system provides opportunities for all of our young people to engage in leadership, collaboration and responsibility through competition and activities across all curricular areas.



## **X and School Website**

As a school we recognise the importance of using social media to share and celebrate pupil achievement digitally. Using platforms such as X and the school website, faculties will post regular updates celebrating pupil achievement.

Learners have the opportunity to recommend themselves or their peers to be recognised for achievements via the online form which is available on Google Classroom. An achievement Google Form is also available on our school X account which provides the opportunity for parents and carers to send achievements directly to the school.

## **Monitoring and Recording Achievement and Participation**

We are currently reviewing the way in which achievements are monitored and recorded within the school. All achievements will now be recorded on a whole school tracking database. This information will be used to identify young people who are not involved in activities, to encourage uptake or to provide opportunities to represent the school.

Each Faculty will have a lead person responsible for collating their achievement information which will then feed into the whole school tracking database. We focus on our school values of Respect, Ambition and Kindness and promote and recognise our learners who live our values.

## **Extra-Curricular Activities**

At Williamwood High School we have an extensive and varied programme of extra-curricular activities on offer. At the start of each new session a 'Fresher's Fayre' is held to advertise the wide range of clubs and sports on offer to young people. Learners from all year groups are issued with an extra-curricular activity booklet at the start of the school year and this documents all opportunities available to them.

Extra-curricular activities help to raise the self-esteem of all our learners and allows learners to make a contribution to the wider community of the school. Participating in the various activities allows learners to demonstrate that they are confident individuals and responsible citizens who are contributing to the whole school community. We know that extra-curricular activities provide scope



for developing social skills, a sense of cooperation, team spirit and self-discipline.

We have introduced a QR code register for all of our clubs to ensure that participation is both monitored, encouraged and rewarded. This falls in line with our East Renfrewshire overall aim of everyone achieving through excellent experiences. It also allows us as a school to evaluate and introduce new club experiences for our learners, as and when the opportunity arises.

### **Parental/Carer Involvement**

We value the support and involvement of Parents/Carers. We all know how important academic achievements are, but wider achievements are equally important, allowing learners to gain skills, develop confidence and to help them stand out from other candidates when seeking employment and applying to college or university.

### **Equity for All Learners**

All equity young people are recorded and shared, confidentially, with all relevant members of staff. This information is updated throughout the year on the tracking and monitoring system, thus ensuring that all staff are continually aware of their equity young people when looking at attainment. A continual focus is placed on equity targets presented by ERC. Two leaders of Pupil Equity Funding promote the development, implementation and impact of the PEF plan through a newly created role. Our PT DYW ensures there is a continual focus on positive, sustainable destinations, with an aspirational target of 100% of leavers entering a positive, sustainable destination. The school is well-served through strong working links with Skills Development Scotland. SDS are represented at a number of pupil and parent events throughout the year, including parents' evenings, careers fair, and family engagement events. Through college application days, there is a clear focus for potential senior leavers to gain support in developing an application that highlights their skills, as well as ensuring they are applying for relevant courses.



## Appendix A: Interventions

