
Promoting a culture of excellence that supports and challenges every child to achieve their potential.

RAISING ATTAINMENT STRATEGY IN LITERACY, NUMERACY AND MATHEMATICS October 2017

Rationale

Improving the literacy, numeracy and mathematics skills of all children and young people is a school, local authority and national priority. Our aim at Lauder Primary School is to raise attainment, reduce inequality, improve life chances and employment prospects for all our pupils. All school staff have important parts to play in enhancing the literacy, numeracy and mathematics skills of our pupils.

Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Being literate increases opportunities for individuals in all aspects of life and lays the foundations for lifelong learning and work.

The skills defined in the Literacy Experiences and Outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading and writing. There are Experiences and Outcomes for both Literacy and English.

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in Literacy and English from Early to Fourth Level. Their purpose is to make clear what pupils need to know to be able to progress through the levels and to support consistency in teachers' and other practitioners' professional judgements.

Numeracy and Mathematics

Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum. Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning.

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The skills defined in the Numeracy and Mathematics Experiences and Outcomes promote logical reasoning, analysis, problem-solving, creativity and the ability to think in abstract ways in Number, Money & Measurement, Shape, Position & Movement and Information Handling.

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in numeracy and mathematics from Early to Fourth Level. Their purpose is to make clear what pupils need to know to be able to progress through the levels and to support consistency in teachers' and other practitioners' professional judgements.

Planning and Assessing Progress and Achievement in Literacy, Numeracy and Mathematics

Planning and assessment is an on-going process to support learning. The two key resources which teachers use to plan learning, teaching and assessment are:

- Experiences and Outcomes
- The Benchmarks

Experiences and outcomes are a set of clear and concise statements about children's learning and progression in each curriculum area.

The Benchmarks support teachers' professional judgement of achievement of a level. They set out very clear

statements about what children need to know and be able to do to achieve each level of the curriculum. The Benchmarks should be used to help monitor progress towards achievement of a level and to support overall professional judgement of when a learner has achieved a curriculum level. The Benchmarks are grouped together to support holistic assessment and avoid assessment of individual Experiences and Outcomes.

Our Expectations

Curriculum, learning and teaching	<p>Lauder Primary School takes full account of the Scottish Governments strategy to improve attainment in literacy, numeracy and mathematics for all our pupils.</p> <ul style="list-style-type: none">• We will provide a Literacy, Numeracy and Mathematics rich environment within the school.• The Experience and Outcomes along with the Benchmarks will inform the planning, teaching and assessment to ensure clear lines of progression in Literacy, Numeracy and Mathematics for our pupils.• We will use the school’s Progression Pathways in Reading, Writing, Listening & Talking, Numeracy and Mathematics as a planning, teaching and assessment tool to achieve the Experience and Outcomes.• We will use the Basic Numeracy Facts intervention to embed numeracy facts for all our children.• There is minimum expectation of 6 hrs of Numeracy and Mathematics per week which will include differentiated and direct teaching.• There is minimum expectation of 5 hrs of Literacy per week which will include differentiated and direct teaching.• We will regularly send home Learning Logs for Literacy, Numeracy & Mathematics to allow pupils share their learning with parents.• Tasks, activities and resources for Literacy, Numeracy and Mathematics will be effectively differentiated and build on prior learning.• Staff will take opportunities to engage in appropriate professional learning and dialogue to enable them to effectively support learners.• All pupils will have regular opportunities to apply the skills they have been developing in Literacy, Numeracy and Mathematics.• We will have planned opportunities throughout the year for staff to develop moderation skills using the Benchmarks.• All staff understand the role they play in challenging, supporting pupils and having high expectations in order to raise attainment.
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<p>Attainment and Achievement</p>	<p>Achievement of a level will be based on evidence and on the teachers' overall professional judgement of the pupil's knowledge, understanding and skills in Literacy, Numeracy and Mathematics. Teachers assess learning using a variety of approaches and a wide range of evidence.</p> <p>Evidence of progress and achievement will come from:</p> <ul style="list-style-type: none"> ➤ observing day-to-day learning. ➤ classwork, including tests. ➤ discussion of learning with the pupil. ➤ planned assessments to provide evidence of learning. ➤ information from standardised assessments. <p>Teachers will review the evidence to determine if the standard has been achieved and the learner has:</p> <ul style="list-style-type: none"> ➤ achieved a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level. ➤ responded consistently well to the level of challenge set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects. ➤ demonstrated application of what they have learned in new and unfamiliar situations. <ul style="list-style-type: none"> • It is not necessary for pupils to evidence every aspect of learning before moving onto the next level but it is important to ensure there are no major gaps in the pupil's learning. • We have a system in place for tracking and monitoring pupils which allows us to measure standards of attainment, progress and trends over time. • We will take part in the Scottish Government National Assessments for P1, P4 and P7. Data will be used to set individual and school targets for improvement as well as measure attainment, progress and trends over time. • We will use standardised assessments for P2, P3, P5 and P6 in Literacy, Spelling, Numeracy and Mathematics. Data will be used to set individual and school targets for improvement as well as measure attainment, progress and trends over time. • We will target identified pupils with intervention strategies in Literacy, Numeracy and Mathematics to assist in closing the poverty attainment gap. • We will target identified pupils with intervention strategies in Literacy, Numeracy and Mathematics to assist in closing the attainment gap. • We will have planned opportunities throughout the year for staff to develop their understanding of what an achievement of a Level looks like. <p>Development</p> <ul style="list-style-type: none"> • We will develop a school assessment, recording and reporting strategy.
<p>Intervention Strategies and Early identification</p>	<ul style="list-style-type: none"> • We have adopted the adapted Risk Matrix to identify pupils who may face barriers to their learning. • We have a tracking system in place which monitors progress in order to identify support needs including our most vulnerable pupils. • Intervention strategies are identified and implemented by staff to support a child's learning with Literacy, Numeracy and Mathematics. • We work in partnership with other professionals and parents of children facing barriers to review progress and agree next steps. • The school deploys the available staff resources effectively to support the children who face barriers to their learning. • The Pupil Equity intervention strategy is understood by staff with specific interventions being employed to raise attainment in literacy and numeracy for an identified group of learners. • We will use Individual Education Plans (IEPs) and Coordinated Support Plans (CSPs) to plan targeted interventions to take the pupil's learning forward.
<p>Impact</p>	<ul style="list-style-type: none"> • Lauder Primary School will measure the impact of our Literacy, Numeracy and Mathematics strategy for individual learners, as a school, as part of the Earlston Cluster and at a national level.

