



Raising Attainment: Our Strategy



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Foreword by Councillor Skene, Chair of Children and Young People's Services Committee

Those of us who are lucky enough to live and work in Moray know that we are very fortunate to be part of such a diverse and vibrant part of Scotland. Moray Council and our community planning partners are committed to ensuring we continue to develop and grow as an area by delivering sustainable services for the future and through delivering sustainable economic development to enable all Moray citizens to reach their full potential.

To ensure Moray's future continued success, we need to look to our youngest citizens, the employees and employers of tomorrow. **Moray 2023 a Plan for the Future** is an ambitious 10 year plan which aims to describe what Moray will look like in 10 years time. The plan is ambitious and designed to be dynamic in that it will be renewed and updated annually by the Moray Community Planning Board to ensure it continues to best meet the emerging needs within the Moray area. The plan sets out five key priority areas for the next 10 years;

- A growing, diverse and sustainable economy
- Healthier Citizens
- Ambitious and confident young people
- Adults living healthier, sustainable independent lives safeguarded from harm
- Safer communities

A strong, forward looking educational experience for all our young people will be central to the future direction of Moray and to achieving the aims set out in the 10 Year Plan. We want all our schools and partner providers to provide high quality, stimulating experiences to young people with staff who have the very highest expectations of all young people and eager to work in partnership with parents and wider community partners to ensure all young people in Moray are fully equipped to meet the demands of life and work in the modern world.

I am delighted to fully endorse this strategy,



Yours

Councillor Anne Skene



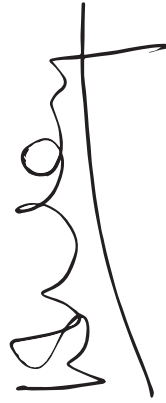
Introduction by

Head of Schools and Curriculum Development

The vision statement of Education and Social Care is “Ambitious to Achieve Excellence Together”. In educational terms this means all of us who work to develop, deliver and support education ensuring we maintain a clear, relentless focus on ensuring all young people in our schools are able to achieve the very best they can. This involves setting very high expectations not only for ourselves, but also for our young people and for their parents and these expectations are set out clearly in this strategy for improving attainment and achievement. Alongside these expectations are a series of entitlements which all our staff and young people and their parents should benefit from.

Attainment in Moray has improved over the past decade, but other areas in Scotland have improved more quickly than us and for the first time, this strategy presents a coherent set of principles for us all to live by and live up to in our day to day work. This comes at an opportune time as we introduce new qualifications and as we move away from only narrowly focussing on examination data to look at wider achievements and positive and sustained post school destinations as being of equal importance.

As with any strategy, what is central to its success, is that it is used by staff in schools and pre school partner centres across Moray to ensure the very highest of standards in all settings for all young people, leading to improved outcomes for young people and greater consistency of practice across Moray. I fully commend this strategy to you and look forward to seeing it fully implemented in daily practice across our schools and pre school partner settings.



Yours

Laurence Findlay

Head of Schools and Curriculum Development



Ambitious to Achieve Excellence Together:

A Strategy for raising attainment and achievement

The Moray Council has seen a steady increase in attainment in national examinations over the past decade, although other authorities have improved more rapidly than us and we need to address this. Our understanding of achievement and attainment is also evolving and in the twenty-first century it is about so much more than just examination performance, important though that is. We aspire to an ambitious ethos of achievement, including wider achievements out of school which encapsulates musical, sporting and cultural achievements as well as academic achievement. Our aim is to present a strategy which sets out our expectations for Moray, identifying good and interesting practice to develop our collective responsibility for ensuring we are all truly ambitious for young people in terms of their attainment and achievement.

Ambitious to Achieve Excellence Together is a strategy which overarches every other policy within the department of Education and Social Care and is fully consistent with our 10 Year Plan for Moray and with Curriculum for Excellence in terms of how it supports the development of the Four Capacities (Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens). Furthermore, our strategy is fully concordant with the Getting it Right for Every Child (GIRFEC) programme in that it recognises the importance of the seven strategic outcomes; safe, healthy, active, nurtured, achieving, respected, responsible and included.

Staff in our schools, their Head Teachers, senior leaders and authority officers need to work together to ensure **Ambitious to Achieve Excellence Together** is implemented into daily practice and policy in our schools and all other educational settings. This should be done in a way which takes due recognition of the fact that every school and centre is unique and has its own context. Equally, whilst we need to ensure we capture and celebrate a broader range of achievements than in the past, we must remain committed to securing the highest possible academic outcomes for all young people in Moray's schools and centres.

What does it mean to be ambitious to achieve excellence together?

Ambitious to Achieve Excellence Together is a key aim for Moray in terms of raising standards of attainment and achievement. To do this, we need a clear set of guidelines and expectations to share with our learners, our parents/carers and all our staff and our partner providers. These guidelines and expectations will become the foundation for how we work with schools, young people, parents, staff and partners in supporting them to support raising attainment and achievement. Being **Ambitious to Achieve Excellence Together** is about wanting the very best outcomes for each and every child and young person in Moray, regardless of their background and regardless of which school they attend.

Rationale

EXPECTATIONS OF LEARNERS

- Learners are expected to attend regularly and adhere to relevant school policies
- Learners are expected to take responsibility for their learning which includes completion of homework and contributing to target setting
- Learners are expected to contribute to the life of the school
- Learners should treat peers, school staff, school property, partners and members of the local community with respect
- Learners are expected to develop resilience and independence
- Learners should demonstrate their school or establishment values in their everyday lives
- Learners should display the highest standards of behaviour
- Learners should be actively involved in their learning which includes contributing to the planning of what they will learn and how
- Learners are entitled to have high expectations of themselves
- Learners are entitled to be treated as individuals and should be respected for their individuality

Learners should be **ambitious to achieve excellence** and should be encouraged to live out their school's values on a daily basis

ENTITLEMENTS FOR LEARNERS

- Learners are entitled to a curriculum which is coherent from 3-18. This includes a broad general education through to a senior phase with national qualifications
- Learners are entitled to a progressive and well planned learning experience which is designed to meet individual needs
- Learners should have their prior learning taken into account when future outcomes are being determined for both curriculum and personal development
- Learners are fully involved in identifying clear and challenging targets, appropriate to their age, prior attainment and stage of development
- Learners are entitled to one-to-one quality conversations to support them in articulating their achievements both academically and personally. These conversations will result in learner profiles at appropriate stages
- Learners should be aware of their learning intentions and what success looks like and they should be clear about expected outcomes
- Learners are entitled to a wide range of opportunities in order to achieve success through class work, tests and presentation for national qualifications. These also might include extra-curricular activities, volunteer programmes, enterprise activities and a range of outdoor learning experiences. These should enhance learners' skills for learning, life and work in order to ensure that they are successful learners, confident individuals, effective contributors and responsible citizens
- Learners are entitled to be treated with respect in the same way that we expect them to treat others in the same way
- Learners are entitled to have their views regularly sought and acted upon
- Learners are entitled to appropriate support to help them move into positive and sustained destinations beyond school

Learners

EXPECTATIONS FOR PARENTS AND CARERS

- Parents should be **ambitious to achieve excellence** for their child(ren)
- Parents and carers are expected to ensure regular pupil attendance and punctuality
- Parents and carers are expected to cooperate with the school and take advice as appropriate from school staff and other agencies
- Parents and carers are expected to support and challenge pupils with their learning by supporting the completion of homework and keeping track of their progress
- Parents and carers are expected to support the dress code of the school and ensure their child is adequately equipped for learning
- Parents and carers are expected to attend parent appointments and communicate with the school about their child(ren)
- Parents and carers are expected to ensure pupils are fit to learn by being well nourished and well slept
- All parents and carers are expected to support their children when performing, playing sport or otherwise representing the school
- All parents and carers are expected to encourage their child to behave well and respect the rights and interests of others in the school community
- Parents and carers are expected to treat all school staff with courtesy and respect

ENTITLEMENTS FOR PARENTS AND CARERS

- Parents and carers are entitled to be treated with courtesy, respect and be welcomed into the school
- Parents and carers are entitled to regular reports on pupil progress where appropriate
- Parents and carers are entitled to be kept regularly informed of the life and work of the school, including school policies and procedures
- Parents and carers are entitled to have their views regularly sought and acted upon where appropriate
- Parents and carers are entitled to have enquiries/complaints dealt with timeously and thoroughly
- All parents and carers are entitled to know how to seek help, advice and support when things go wrong or they wish to make a complaint
- When a request for information by a parent or carer is made in relation to their child, they are entitled to have their request dealt with within a reasonable timescale

Parents and Carers

EXPECTATIONS OF ALL STAFF

- Staff should be **Ambitious to Achieve Excellence** for our young people and should ensure that young people are consistently at the heart of everything they do
- Staff must have the highest expectations of all learners, regardless of ability and must encourage young people to be the very best they can be with a “can do” attitude
- Head Teachers and other leaders must have the highest expectations of all the staff in the establishments which they lead and manage and equally our staff must have the highest expectations of their leaders
- Teaching staff must plan lessons where the intentions are clearly defined and shared and where every learner is aware of what success looks like and how they will achieve it
- Teachers must create an environment which is conducive to high quality learning and where success is valued and promoted
- Teachers must plan based on their prior knowledge of young people and giving due attention to appropriate pace and challenge for learners of different abilities
- Staff must strive to develop positive and supportive relationships with their learners
- Staff must give quality, focussed feedback to learners linked to individual learners’ improvement and to next steps in learning
- Staff must demonstrate a commitment to equality and inclusion for all and to fairness in working with young people
- Staff must respond swiftly and appropriately to underachievement
- Staff must welcome and promote parental involvement in the learning, attainment and achievement of young people
- Staff and partners must want the very best for every young person with whom they come into contact

- Staff should be aiming to engage young people in a wide variety of learning experiences which fully reflect the design principles of the curriculum and which develop their skills at an appropriate level
- Staff should be using Assessment as for Learning approaches to ensure learning is of the highest standard
- Staff should be setting and regularly reviewing challenging and aspirational targets with their learners
- Staff should be encouraging their learners to think critically and to evaluate in relation to their learning and achievement
- Staff are expected to engage in the professional learning process
- The local authority expects all staff and others to work closely in partnership to ensure a clear and consistent focus on young people’s attainment and achievement
- The local authority expects all staff to regularly review and scrutinise attainment and achievement targets and to respond to these as required to ensure young people’s attainment and achievement remains a key priority for everyone
- Staff should appreciate and respect the diversity of the school community

ENTITLEMENTS FOR ALL STAFF

- Staff in Moray are entitled to high quality, meaningful professional review and development
- Staff are entitled to work in a collegiate, supporting and professionally challenging environment which promotes and develops professional growth
- Staff in Moray are entitled to access to good quality professional development, training, peer support and challenge
- Appropriate partner services are entitled access to our schools to support the young people who are most in need of their support
- Staff are entitled to work in a pleasant, safe and comfortable environment
- Staff are entitled to be treated with courtesy and respect

Staff