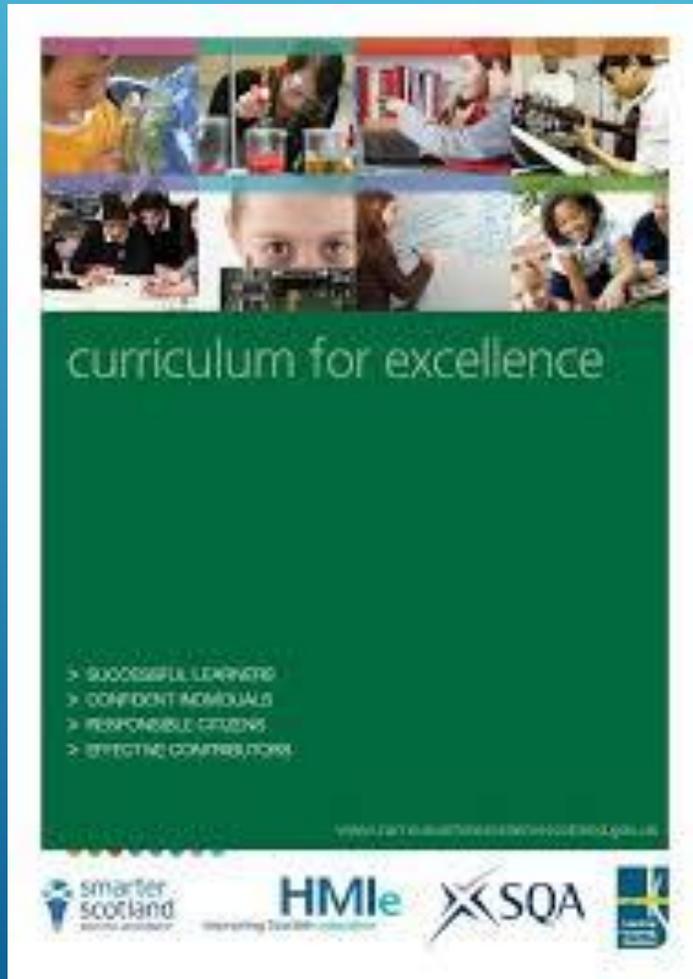


RAISING ATTAINMENT AND ACHIEVEMENT

Paradykes Primary School

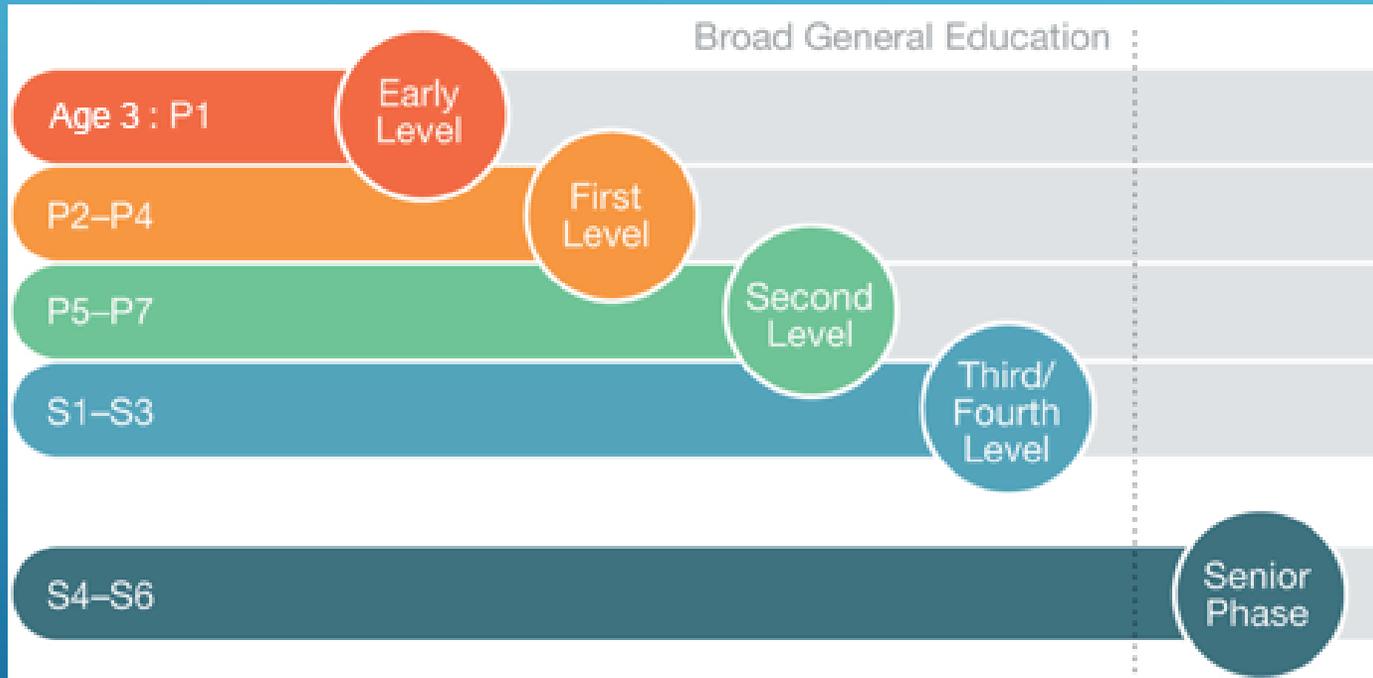
A series of several parallel white lines of varying thicknesses, slanted diagonally from the bottom left towards the top right, set against a blue gradient background.

PLANNING FOR LEARNING, TEACHING AND ASSESSMENT



	Early	First	Second	Third	Fourth
<p>Tools for writing</p> <p>– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p>	<p><i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.</i></p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p>	<p><i>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</i></p> <p>LIT 1-21a</p>	<p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i></p> <p>LIT 2-21a</p>	<p><i>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</i></p> <p>LIT 3-21a</p>	<p><i>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</i></p> <p>LIT 4-21a</p>
	<p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i></p> <p>LIT 0-21b</p>	<p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p> <p>LIT 1-22a</p>	<p><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</i></p> <p>LIT 2-22a</p>	<p><i>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</i></p> <p>LIT 3-22a / LIT 4-22a</p>	
		<p><i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p>LIT 1-23a</p>	<p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i></p> <p>LIT 2-23a</p>	<p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></p> <p>LIT 3-23a</p>	<p><i>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</i></p> <p>LIT 4-23a</p>

Achievement of a level:



Early level: Age 3 to P1

First level: P2, P3, P4

Second level: P5, P6, P7

Third/Fourth level: S1, S2, S3

Senior phase: S4, S5, S6

THE BENCHMARKS

First level - Writing

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Writing	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i> LIT 1-20a / LIT 2-20a	<ul style="list-style-type: none"> Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.
	Tools for writing - using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning	<p><i>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</i> LIT 1-21a</p> <p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i> LIT 1-22a</p> <p><i>Throughout the writing process, I can check that my writing makes sense.</i> LIT 1-23a</p>	<ul style="list-style-type: none"> Spells most commonly used words correctly. Spells most vocabulary used across the curriculum correctly. Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words. Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark. Links sentences using common conjunctions, for example, and, because, but or so. Starts sentences in a variety of ways to engage the reader. Checks writing to ensure it makes sense. Presents writing in a clear and legible way using images and other features as appropriate.

TEACHERS' PROFESSIONAL JUDGEMENT

Informed by:

- ▶ Ongoing, everyday strategies in the classroom
 - Learning Intentions and Success Criteria
 - observations
 - discussion
 - feedback
- ▶ Formal assessment – at the end of a unit of work
 - numeracy assessments
 - spelling and reading assessments
 - cold and hot pieces of writing
 - SNSAs



TRACKING AND MONITORING ATTAINMENT

Teachers record whether children are 'on track' or 'not on track' to achieving their expected level.

SLT meet with class teachers 3 times a year to discuss support and challenge.

Following our initial attainment meetings this session we have:

- Discussed with teachers the supports required in the classroom eg activities to develop fine motor control in P1
- Allocated our Support for Learning teachers and learning assistants to support phonic, number, reading and writing groups across the school
- Allocated staff to support nurture and social skills groups

EVALUATION OF ATTAINMENT

Ongoing throughout the school session.

In June , we carry out whole school evaluation identifying our successes and next steps - Standards and Quality Report.

Create an Improvement Plan outlining our priorities for improvement and what we are going to do to achieve them.

What our data is telling us

Our Health and Wellbeing has been improving. Focussing on nurture and working hard on our recovery curriculum has had a positive impact.

A priority for us is to raise attainment in writing across the school:

- ▶ Improvement group
- ▶ Created action plan
- ▶ Taking part in Talk for Writing – whole school training over a two year period alongside Bonnyrigg Primary

In order to raise attainment, we also continually focus on developing our learning and teaching:

- ▶ Develop consistency across the whole school
- ▶ Differentiation – support and challenge

In our Associated Schools Group (ASG), we created 3 roles to work across the 6 schools:

- A numeracy co-ordinator
- A literacy co-ordinator
- A Health and Wellbeing co-ordinator

As an authority, we have 3 priorities:

- To raise attainment and achievement
- To develop Digital Literacy
- To continue to develop our nurturing approach

KEY MESSAGES:

- ▶ Raising attainment and achievement is at the heart of what we do
 - ▶ We consider the ‘whole’ child when we are looking at attainment – ASN, attendance, family circumstances etc.
 - ▶ We are more than happy to discuss your child’s attainment with you, whether they are ‘on track’ or ‘not on track’ and what we are doing to support and challenge them
- 