



MONIFIETH HIGH SCHOOL

Respect, Fairness, Kindness



Initial Attainment Strategy 2023-24

Evaluation Timings:

Initial attainment reviews: 7-11 Sept 23 Progress in Learning 1: 13 Sept 23 Insight attainment reviews: 1-3 Nov 23 Prelim attainment reviews: Feb 23

Focus Areas:

1: 1, 2, 3 @ level 6

C Matthew

- Identify pupils taking 1-3 Highers & Identify those with N5 D or crash Highers
- CM meet individually with N5 Ds/crash Highers from 1,2,3 group
- CM to phone N5 D parents
- N5 D pupils to attend study skills sessions (2) out of core
- Selected parents to be invited to a study skills evening
- CM to have monthly meeting with N5 D and learners identified by PTs as 'at risk'
- CM to meet with PTs to monitor progress

Stretch aims: 1@6 = 80% (+7%) 2@6 = 74% (+11%) 3@6 = 65% (+11%)

2: Bottom 20% in S3 - S4 - S5

C Lusby

- Data set required to create spreadsheet – RA Team to produce including: who the learners are & the courses they are taking
- Review of what is most appropriate and where gaps may be in curricular provision regarding potential qualifications
 - o What can be achieved in classes chosen if not N5? In S3 and S4
 - o What can be achieved through targeted focus by extraction / alternative delivery for specific individuals?
- Timeline to be developed to ensure suite of qualifications complete for all
- TSG data to be reviewed from last session S4 and S5 for evaluation regarding interventions planned/delivered
- Feedback from initial PT-HT attainment reviews to inform further planning regarding course award completion
- ESLT session for discussion/planning: 20/9/23

Stretch aims: 5@3 = 91% (+22%) 5@4 = 82% (+9%)

3: National 5 (5@)

D Farrell

- Identify pupils borderline for 5@5
- Identify those with 3-4-5 milestones deemed at risk within Nat 5 classes
- In partnership with PTCs determine appropriate planning for any additional subject specific support
- DF to oversee tracking of all pupils in group and liaise with PTCs for progress updates

Stretch aims: 5@5 = 78% (+11%)

4: 4 & 5 @ level 6 A Dingwall

- Identify learners attempting 4-5 Highers and monitor tracking with focus on those entering Higher with N5 band 4 or below
- Learners in these bands / deemed at risk to be considered for mentoring and any other relevant support
- AD to meet with all those beginning 5@6

Stretch aims: 4@6 = 56% (+13%) 5@6 = 38% (+12%)

5: TSG L Herbert (C Lusby)

- Focus on supporting Curriculum Groups to track and intervene with:
 - o Senior Phase TSG young people who are not in bottom 20%
 - o Focus on BGE TSG young people
- Data reviewed at tracking windows
- Meetings in calendar for Cur Gp representatives to review data and feedback to their CG (Nov & Feb)

Tracking checks weeks beginning:

27/9/23 6/11/23 5/2/24 18/3/24

PTs RA to provide Pupil Tracking data to SLT in the identified weeks to be used to identify concerns, movement or individuals for further intervention.

WG and 'on track / not on track'

Data will be discussed at **House Team Meetings** weeks beginning:

16/10/23 13/11/23 12/2/24 25/3/24

Curriculum Groups

- Backing up qualifications
 - o For those at 7/8/9 in initial tracking – planning to be carried out to ensure all learners receive appropriate certification utilising either alternative qualifications at same level, or combinations of units and course awards at varying levels
 - o When any back up qualifications are complete the data is to be passed to RA team who will maintain an overview
 - o Review of opportunities for S3 course development to ensure L3-4 assessment can be secured for those where L5 may not be achieved

Other aspects:

Policy statement to be drafted regarding aiming for highest level of attainment for success now and in the future. This will include information regarding likelihood of success if attempting more qualifications and detail of process for discussions and meetings required if “dropping” subjects.

Assemblies and pupil messaging – why achievement is important across all subjects – proactive discussion of reasons learners drop subjects / complete fewer qualifications. Assemblies to take place week beginning 16/10/23.

Numeracy: Those without L4 / L5 Numeracy and Literacy and not in Maths/English – to be captured and qualification options ensured.

Mentoring to be reviewed for highest level of impact and effectiveness with focus on ensuring subject specialist support where possible.

Course Choice

Following review of attainment data, current course choice and feedback from learners and staff, the following updates will be made to course choice processes:

- Course Choice Checklist updated and reintroduced to support PCS in undertaking course choice planning with individuals
- Time to be allocated for PCS to be ‘off timetable / protected’ to undertake course choice conversations
- Further support for PCS by PTs RA for use of Pupil Tracking to support review of attainment in considering course choice
- Course Choice Attainment spreadsheet to be complete during course choice conversations with preferred courses entered in February alongside current attainment – expectation of top 5 unless exceptional
- Spreadsheet to be reviewed and updated at Timetable change and again following results in August – to support any required further change

***DRAFT* Attainment Statement**

At Monifieth High School, we aim to support and encourage every young person to be successful now and in the future. We want young people to achieve the goals of Scottish education and develop as responsible citizens, confident individuals, effective contributors and successful learners. One vital aspect of our work involves ensuring success in academic attainment. We know that achieving success within qualifications opens doors to further study and to routes into the world of work. Therefore, we want every young person to attain all that they can, pushing themselves to succeed beyond what anyone thought was possible. We will support every young person to undertake as many appropriate qualifications as possible throughout their time at MHS. We will guide learners to consider: what is most relevant for their interests and potential career paths, where they are most likely to experience success and how they can best help themselves in achieving to the highest level. Our Curriculum Rationale outlines the pathways and subject offers available.

To ensure success we aim for everyone to build a suite of qualifications. Most young people will undertake a minimum of 6 SCQF level 5 courses (mostly National 5s) in S4. Our expectation is that young people who achieve a level 5 course award will usually progress to a level 6 (Higher or NPA) in S5. Almost all S5 learners will progress into their 5 strongest subjects at level 6. When learners are in the position of being able to study 5 Highers, we would hope and expect that this is their aspiration. Access to further study and wider options will be increased through gaining as many level 6 qualifications as possible. In S6, there are opportunities to undertake more leadership roles and wider experiences, however we expect S6 learners to study at least 3 subjects and to complete wider achievement awards as well as supporting younger learners in classes/small groups.

Should young people and/or parents/carers wish to discuss “dropping” a subject, meetings will be arranged with appropriate Principal Teachers, House Heads and the Head Teacher prior to agreement.





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Helping everyone to be happy, healthy,
resilient and responsible