

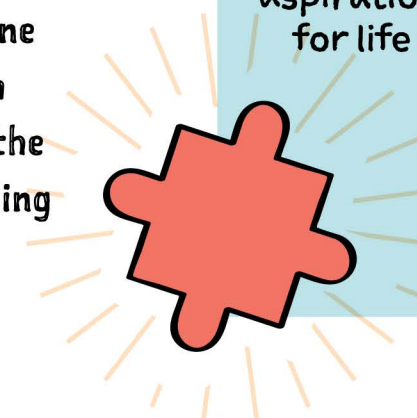


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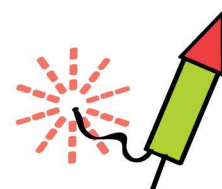
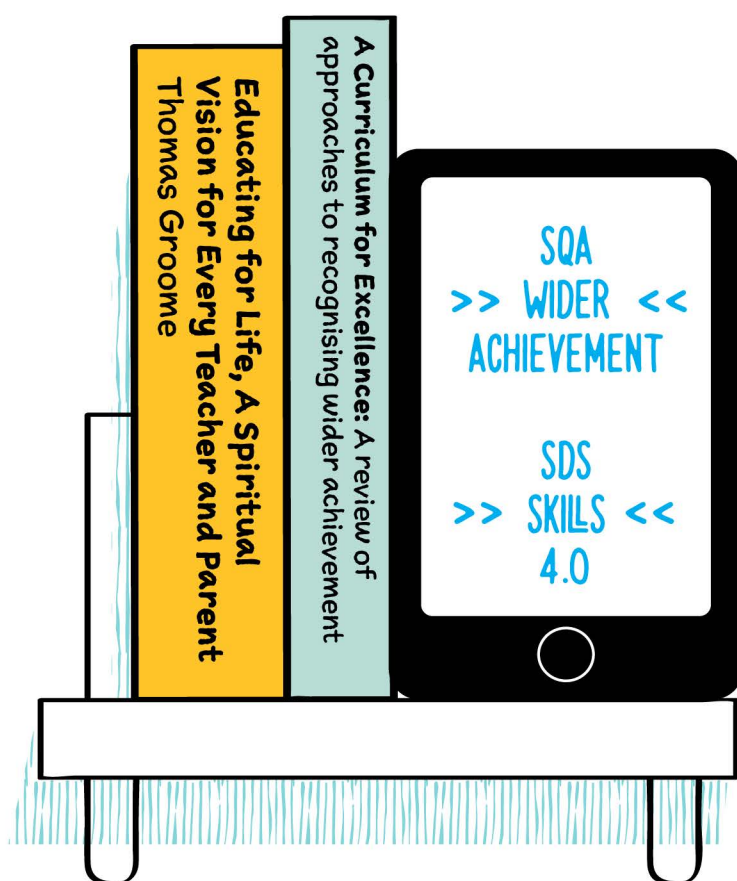
The wide range of opportunities which develop young people's confidence, aspirations and skills for life and work.

# BLOG

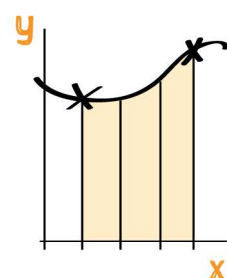
Much of our curriculum rationale builds from the Charter for Catholic Schools in Scotland. In line with Curriculum for Excellence our plan to prioritise Wider Achievement comes specifically from the first lines of the charter which state that a Catholic school will feature "a commitment to the integrated education and formation of the whole person". By aligning this with our understanding of the socio-economic backgrounds of our pupils, we seek to ensure that our young people are provided with opportunities to develop life and work skills which come from a wide range of activities - whether they take place at school or elsewhere.



## ST. MATTHEW'S Bookshelf of Reading and Research



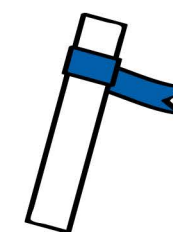
All schools deliver a broad range of wider learning experiences and Saint Matthew's Academy is no different. A well-developed menu of activities is enhanced by local partners to deliver opportunities for young people beyond the classroom. We celebrate success through awards events, displays, social media and the like.



As we sought to use data to identify gaps in attainment and achievement we realised that we needed to develop a tool which allowed us to track engagement with these same opportunities. Thus we developed our Activity Tracker database. This tracking system allows us to measure engagement across all aspects of our school - by year, pastoral group, gender, SIMD, ASN, etc. Using this database allows us to identify our "achievement gap" and, through targeted PEF interventions, develop means to close this gap and fulfil our commitment to the formation of the whole person.



Staff now review all activity engagement in the school to identify those pupils who would best benefit from participation in future events. Our Pastoral team review activities undertaken by all young people in their care to identify particular strengths and to inform the personalisation and choice programme of each child. Pupil Equity resources are allocated to ensure all young people have opportunities to engage in activities across the school which close the "achievement gap" between SIMD groupings.



Future plans include further developing the tool to provide more detailed breakdown of skill development. Allied to our skills review of Learning and Teaching we anticipate this will allow young people to more clearly identify connections in terms of skills gained across the totality of the curriculum and in turn ensure the "integrated education and formation of the whole person".

**Stephen Colligan, Headteacher**