

## Using Outcomes to support practice in the Scottish Attainment Challenge Round table discussions – November 2017

### Task

- Look at three 'outcome statements' from the given list. One in each group is considered to be stronger than the other two.
- On this A3 sheet individually put a **blue** dot to the **left** of the statement you think is the strongest. (Remember your choice)

### Consistent features – Who, What, How - (**specific, achievable, measurable**)

Consider the measure(s) that will provide the information you require on a short / medium / long term basis to confirm that the intervention is working or that informs you of any subsequent changes or adaptations needed.

### Outcomes

A. Improve numeracy skills of all our pupils enabling them to achieve the appropriate levels at all stages and be confidently numerate by the time they leave primary 7.

B. Offer one to one tutoring support beyond the school day for students from decile 1 and 2, as additional support to help young people as their progress towards their national qualifications.

C. The numbers of pupils requiring intensive intervention will have decreased significantly and be able to be supported by the school

D. Improve the engagement of pupils and parents in learning through the development of a positive can do mindset that improves attainment, increases achievement and develops greater aspirations.

E. Teachers are much more aware of those pupils who are in the target group (SIMD 1&2) within literacy

F. Teachers have linked their CLPL activities, through their PRD, to look at different approaches to closing the attainment gap. This will include engaging in professional reading and dialogue and sharing practice to increase attainment in literacy of target group of children.

G. Improve knowledge & Understanding of PSAs and staff through training in targeted literacy strategies which significantly increase literacy levels of children living in poverty.

H. Create a numeracy PSA (or part time family learning workers) who will work with Maths and Targeted support faculties to focus on support for improved numeracy levels for targeted pupils.

I. The level of engagement and impact will be demonstrated individually and by class and level through the number of successfully completed activities.

### **Measures**

- Regular pupil forums will promote opportunities for children to talk about their learning (Metacognition),
- Evaluations from teacher daily diaries of literacy lessons to provide a narrative/ qualitative data of progress.
- Supported study sessions will have a direct impact on a targeted group of pupils as they work towards their SQA examinations and will improve their attainment. Each pupil identified will be tracked from their prelim exam result to their SQA examination.

To measure impact of the programme a rigorous tracking system will be in place, including;

- Setting aspirational SQA targets for the targeted pupils in S1-S3
- Setting aspirational targets for the targeted young people for SQA examinations to ensure the highest possible outcomes
- Attendance and exclusions will also be monitored and tracked to correlate impact
- Baseline assessments in literacy and numeracy
- Engagement in learning

Please be prepared to report back with a strong outcome statement and its relevant measure(s)