

Wider Achievement Policy

Wallace Hall

2-18 School

September 2023



**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"

Rationale:

Staff, pupils, and stakeholders have spent time considering our curriculum rationale. Our design model for school Vision, Values and Aims addresses the following key characteristics:

Our aims and objectives:

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| Pupil focus: | Our focus is to deliver a 2-18 education, which builds on positive relationships and meets the needs of all learners. |
| Striving for improvement: | Simplifying our priorities so we can focus resources to meet the needs of all our young people. |
| Innovation & creativity for the future: | Supporting and enabling staff, pupils, parents, and other stakeholders to focus on clear priorities, which will have a positive impact on students, enhance relationships and promote ways in which different stakeholders can work together. |

Our Ethos:

Our eight capacities support the positive long-term impact we strive to make. As well as meeting our purposes, this means working positively, encouraging good practices within the various parts of the 2-18 school and providing support and challenge for the benefit of all the young people. This also means creating a culture of inclusion within our school – supported by innovative and collaborative working from pupils, staff, parents, and our community.

Our Vision:

- A clear purpose with local, national, and international ambitions.
- To be the sector leader, pursuing excellence, and be at the forefront of educational innovation.
- Making sure all our learners are well prepared to meet the challenges of the 21st Century

Our eight capacities are:

- Collaboration:** Pupils, parents and staff should be able to work constructively in collaboration with others.
- Citizenship:** Pupils, parents and staff will show a sense of citizenship and contribute responsibly to their school and community.
- Communication:** Our learners, staff and parents should be able to communicate clearly and express thoughts, feelings, and ideas.
- Critical Thinking:** Pupils, parents and staff should be able to think critically, analysing information and ideas to form reasoned judgement and views based on evidence.
- Creativity:** Pupils, parents and staff should be creative, trying to generate and express new ideas and this is a key employability skill.
- Compassion:** Pupils, parents and staff should be able to show compassion and understanding of others' feelings and ideas.
- Composure:** Pupils, parents and staff should show composure, remaining calm and developing reasonable solutions.
- Curiosity:** Pupils, parents and staff should always be curious, willing to ask questions and exploring new ideas and theories

We recognise that for our learners to flourish in modern society and within the 21st century job market, they need to have a wide range of key skills, capabilities, experiences, and attributes; qualifications alone are no longer sufficient. At Wallace Hall we aim to promote a culture of Wider Achievement which is inherent throughout the whole school community. We aim to raise achievement and attainment of all pupils through a Wider Achievement programme by seeking to develop effectively a wider range of skills through participation in various activities and experiences.

Our Approach

It is important that the activities that pupils engage in, are of value to them and their potential places of future study (college or university) or employment. What really matters is that pupils can see what they have learned, describe it to others, explain how they can use these skills, and build on them further. The key thing, therefore, is that pupils can *reflect* on what they have learned, rather than just describing the activity.

Here at Wallace Hall opportunities for Wider Achievement are recognised as just as important as traditional learning within the classroom. They also provide great opportunities to develop further the four capacities:

- ❖ Successful Learners,
- ❖ Confident Individuals,
- ❖ Effective Contributors,
- ❖ Responsible Citizens

Profiling

Our approach to tracking progress is a highly accessible and functional database system in both the Primary and Secondary, which allows staff to record, monitor and make judgments on pupil progress across their learning. This allows us to target opportunities and to identify gaps in provision.

Using our profiling opportunities at S3 and into Senior Phase all young people are encouraged to record wider achievement activities throughout their school experience. Our curriculum has been designed to allow us to devote time to the creation of an S3 Profile. This profile is based around the development of key employability skills, culminating in the creation of a visual CV.

During a profile “focus week”, departments are encouraged to spend time with pupils looking at the development of specific skills within the different subject areas. Pupils have a work booklet to note ideas down in. In H&WB, pupils add to this with any achievements and activities they are involved in outside of the classroom, ranging from club participation to volunteer work.

All of this information is then fed into the visual CV. This is completed during H&WB time and pupils have a template to work from. We encourage pupils to personalise their CV as much as possible, using pictures, creative designs and so on. The CV is then used to help pupils start working with MWow in S4.

Recognising and Celebrating Achievement

The school has a number of both formal and informal ways in which we recognise the achievements of our pupils.

- Assemblies, Awards ceremonies, Sharing Success via Social Media Apps provide a platform for young people and their families to celebrate achievements together.
- In Primary, pupils’ weekly awards are recognised and attributed to the four capacities not solely by their attainment or ability in class, but by their attitude, effort, and determination to succeed.
- In Primary, pupils’ wider achievements outside of school are recognised and rewarded at a monthly Achievement assembly.

Wider achievement at Wallace Hall continues to be recognised through the Broad General Education and the Senior Phase. Our staff are committed to providing appropriate, high-quality opportunities for pupils at all stages of their learning journey by committing to in house opportunities or by facilitating external links with Local Business, Charities, Arts Provision, Recognised Achievement Awards programmes, Employment opportunities and other Inter Agency provision. Volunteer staff have used their own expertise and interests to enhance wide provision across the 2-18 campus.

- Awards attributing actions to our 8 Capacities further support Wider Achievement traits both in and outside of school.
- Annual award presentations are supported by a number of special awards, which identify and recognise the young people who have made a valuable contribution to either wider school life or an aspect of the local, national, or global community.
- In assemblies, at Secondary staff meetings and using the newsletters, we communicate young people’s achievements.
- By utilising a range of digital media, we can reach and promote our pupils’ work through the school website and twitter accounts.

- Broadcasting successes in school in announcements and during group Assemblies also take place regularly.

In addition, they demonstrate the commitment of school staff and our work with partner agencies in providing a comprehensive programme, which continues to evolve and grow.

Opportunities include:

- Duke of Edinburgh
- John Muir Award
- Pegasus Restaurant accreditations
- Outdoor Learning
- Youth Work
- Rights Respecting Schools Award
- PC Passports
- Fitness and Performance NPAS
- Eco Schools awards in Primary and Secondary
- Consumer service NPA
- MVPs (mentors in violence prevention)
- Ambassadors for my world of work
- Prefects
- Head Boy/Head Girl
- Deputy Head Boy/Deputy Head Girl
- Junior Pupil Voice Group
- Senior Pupil Voice Group
- Rights respecting school awards in primary (silver)
- Rights respecting school awards in primary (bronze)
- Level 3&4 Awards from Princes Trust
- Academy staff meetings
- Primary/Secondary assemblies
- 3 LANTRA Awards
- SQA Barista Awards
- YASS
- Room of representatives
- Cample Mill
- Halo Trust
- Rural Skills NPA
- Dumfries and Galloway College
- SRUC
- Scottish Junior Forester Award
- TARFF Valley
- Princes Trust
- Kilnford Farm Shop
- Clonhie Farm
- Burns Association
- Briery Park
- SQA Employability – preparing for employability
 - Building own employability skills
 - Related to responsibilities of employment

Awards and recognition

Dumfries and Galloway Rural Award Smarter Scotland: Queensberry Initiative	Lantra Scottish Landbased and Aquaculture School Project Award: Commitment to delivering rural training - winners 2020	The SQA Star Award: Innovation for Queensberry Initiative Award at Wallace Hall Academy	The Scottish Education Award: Enterprise and Employability	World Teamwork Award Winners: World Robotics Festival, Detroit USA, 2018	Scottish Champions: First Lego League Robotics 2019	UK & Ireland Champions: First Lego League Robotics 2018
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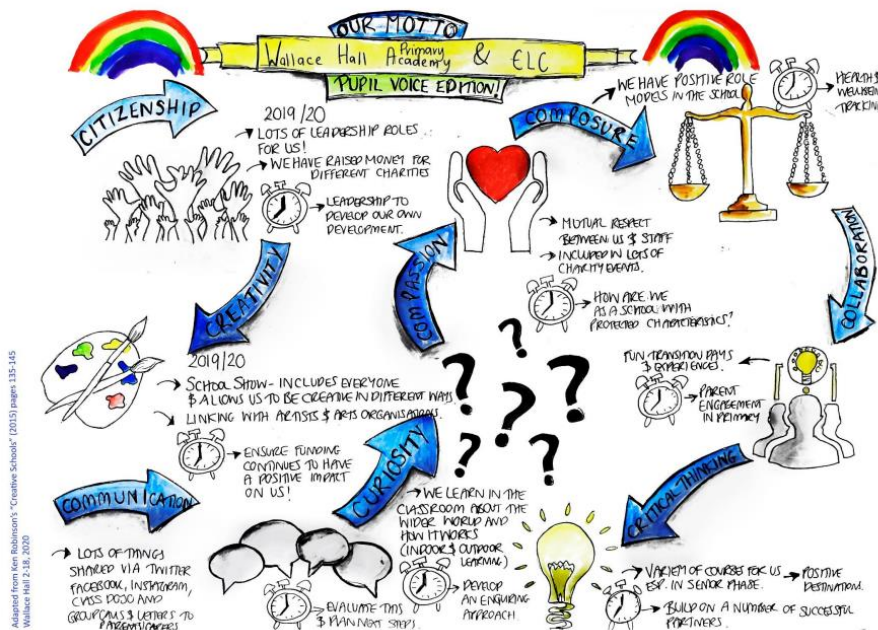


Wallace Hall Academy 2023



Wallace Hall Primary 2023

Appendix 1:





Our motto

Together we grow, learn and achieve



<p style="text-align: center;">Citizenship</p> <p>Highlights of 2019/20 There are more opportunities for young people to take on leadership roles in the primary and secondary.</p> <p>The ELC continues to visit Briery Park, raising money for charities and engaging with our local community, and the primary has formed action groups and life skills groups.</p> <p>Looking forward Explore how all pupils can be given leadership opportunities at different times and contribute to their own personal development as well as the wider life of the school.</p>	<p style="text-align: center;">Collaboration</p> <p>Highlights of 2019/20 Promoting closer collaboration and sharing of good practice between the primary and secondary.</p> <p>Well planned transition work from ELC – P1, from primary to secondary and from senior phase to positive destinations. This transition work was enhanced by support from the community and outside agencies.</p> <p>Looking forward To build on very effective parental engagement in P1 and explore how this can be developed in other parts of the primary.</p>	<p style="text-align: center;">Communication</p> <p>Highlights of 2019/20 The school uses a wide variety of methods to communicate with pupils, parents and staff. This includes our website, Twitter, Facebook, Instagram, Class Dojo, GroupCall and letters.</p> <p>Excellent communication across our school, our cluster and our community which helped support the work of the Wallace Hall Hub during Covid-19.</p> <p>Looking forward Focus groups will be asked to evaluate our systems of communication and agree our next steps.</p>	<p style="text-align: center;">Compassion</p> <p>Highlights of 2019/20 Relationships between staff and all young people are based on a culture of mutual respect. A wide variety of charity events are supported including the food bank, The Wee Sleep Out and Macmillan Cancer.</p> <p>Looking forward We are developing an equities group to examine where we are as a school with the protected characteristics and where we want to go. Our young people are encouraged to show compassion for everyone in our school community.</p>
<p style="text-align: center;">Composure</p> <p>Highlights of 2019/20 Our school has a calm and inclusive ethos which is evident across the ELC, primary and secondary. Young people see staff as positive role models.</p> <p>Looking forward We will explore how to build on Health and Wellbeing tracking in the secondary and look at how aspects of this approach could be used in the ELC and primary to further develop their composure.</p>	<p style="text-align: center;">Creativity</p> <p>Highlights of 2019/20 The school has effective and innovative ways to bring in extra funding.</p> <p>We have been facilitating cross curricular creativity by producing school shows which are accessible to all and making links with Arts Organisations such as Cample Line and other local artists such as Kathleen Wood and Sarah Keest.</p> <p>Looking forward We will continue to explore how the school can ensure that funding has a positive impact on all learners.</p>	<p style="text-align: center;">Critical Thinking</p> <p>Highlights of 2019/20 Our senior phase curriculum offers a rich variety of courses and pathways that allows our students to reach positive destinations.</p> <p>Looking forward We wish to build on a number of successful partnerships that already exist including Cample Line, Dumfries and Galloway College, DuPont, Gates, Halo Trust, James Jones and Sons, our Partner Farmers, SDG, the Solway Credit Union and SRUC.</p>	<p style="text-align: center;">Curiosity</p> <p>Highlights of 2019/20 Learners are given the opportunity to develop their curiosity across the curriculum. This helps them to understand how the world works. Questioning is a key part of the learners' journey. Curiosity is also developed in the ELC by accessing the outdoor classroom on 'Wellsie Wednesday' and 'Tough Mudder Thursday'.</p> <p>Looking forward We wish to develop an enquiry approach across the 2-18 school which will encourage more curiosity in the ELC, primary and secondary.</p>

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