

Improvement Plan 2024/2025



**Clackmannanshire
Council**

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Overview

Headteacher:

Priority	Long Term Improvement Outcome	Accountable Person
1	Planning, Assessment and Moderation (<i>Article 28, Article 29</i>)	Hannah Neill Ódhran O'Connell
2	Curriculum Design- (<i>Article 12, Article 28, Article 29</i>)	Denise Bell
3	UNCRC - Rights Respecting School Gold Award- (<i>Article 1, Article 3, Article 12 , Article 31, Article 42</i>)	Ódhran O'Connell Sarah Anne McQueen
4	Early Learning- (<i>Article 12, Article 28, Article 31</i>)	Lauren Barclay



Priority 1

<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>
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Contextual Analysis/Rationale

In session 23/24 we made significant progress, with almost all teaching staff improving understanding in defining what achievement looks like at each level. Professional dialogue within planning and tracking meetings evidenced an increasing confidence amongst staff when correlating evaluations, interventions, and summative assessment scores to provide more accurate TPJ. We are now seeing a stronger correlation between summative assessment scores and predicted achievement, with an average gap of +/- 10%. This coming session we will continue to develop a consistent framework of assessment across all levels and areas of the curriculum with a focus on effective moderation. The recent VSE report highlighted that although progress has been made and the approach was appropriate at the time, there is now a requirement to have a



wider focus on assessment to include the effective use of a variety of formative assessment strategies across the four contexts of curriculum. This will improve attainment and support the increased accuracy of teacher professional judgement.

There has been an improvement in the accuracy of staff recording accurate data on the Local Authority Tracker. Almost all staff's confidence has improved in analysing data since engaging in Data Literacy Training. Our focus this year is to develop our pupil attainment tracking system. We will be transferring our data to a new program which will allow staff to analyse and mobilise the data effectively. This will be a multi year plan.

In session 23/24 new forward planning documents were introduced to support a greater focus on planning for assessment. This was step one in a process to ensure that assessment is the primary focus of each planning session. The focus in the coming session is to further develop staff understanding of high quality assessment and how to use this effectively within their practice to ultimately improve attainment.

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)



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- Teachers will ensure that the 7 principles of Curriculum Design and the 4 Contexts for Learning are at the core of forward planning, ensuring Breadth, Challenge and Application for assessment is addressed.
- Effective planning for assessment, consulting the Benchmarks, is evident at the forward planning stage.
- Through the moderation cycle there will be a whole school understanding of what is expected in order to achieve a phase or level.
- Robust and relevant forms of formative assessment to be used effectively across the school.
- Staff ability to analyse and mobilise data using 'PROGRESS' will allow them to effectively plan and deliver interventions to identified cohorts.

Year 2 of a 3 year plan

Pre mortem approaches- What may hinder success?	Solutions
<ul style="list-style-type: none"> • Revisiting the concept of High Quality Assessment which some staff may disengage with. • Staff missing collegiate sessions due to being part time. 	<ul style="list-style-type: none"> • Pace of change is appropriate • Staff will be inspired and motivated to improve practice • Clear vision will be shared about how to achieve goal • Greater responsibility on staff leading sessions to share information with absent colleagues.

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
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<p><u>Short</u></p> <p><u>FORMATIVE ASSESSMENT</u> Staff are confident in using a variety of formative assessment approaches to improve attainment and increased accuracy of TPJ. <i>(Article 28)</i> <i>(Article 29)</i></p> <p><u>HIGH QUALITY ASSESSMENT</u> Staff are able to identify what is High Quality Assessment <i>(Article 29)</i></p> <p><u>MODERATION</u> Staff have a clear view of the aim of moderation and what the cycle will look like at Sunnyside PS for session 24/25,</p>	<p>Graffiti board of current strategies used and why?</p> <p>Google form issued to gather staff confidence levels and new knowledge gained</p> <p>Check in at the end of the collegiate session to gather staff's understanding of the moderation cycle for session 24/25.</p>	<p>10-15 minutes at each assessment based collegiate session spent to revisit a new formative assessment strategy to try in class and then feedback during the next session.</p> <p>Staff collegiate session on what is High Quality Assessment and revising planning documents introduced in 23/24.</p> <p>Moderation Calendar to be created and shared at collegiate session</p>	<p>Hannah Neill & Teacher</p> <p>Hannah Neill (PT) & Odhran O'Connell (PT)</p> <p>Hannah Neill (PT)</p>	<p>Ongoing</p> <p>October 2024</p> <p>September 2024</p>	
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<p><u>PROGRESS</u> All teaching staff to become confident with the new 'PROGRESS' tracking system</p>	<p>Google form issued and analysed to measure staff confidence and to highlight any concerns</p>	<p>Collegiate session to train staff in using 'PROGRESS'.</p>	<p>Odhran O'Connell (PT)</p>	<p>October 2024</p>	
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<p><u>Medium</u></p> <p><u>HIGH QUALITY ASSESSMENT</u> Stage partners to plan for high quality assessment and evaluate it's impact.</p> <p><u>MODERATION</u> All staff to engage in moderation calendar in order to agree achievement of a phase or level in Literacy.</p> <p><u>PROGRESS</u> Staff are using the 'PROGRESS' system to record attainment predictions.</p>	<p>Evidence in forward plans and professional dialogue</p> <p>Staff evaluations at the end of each session to identify what's going well and areas for discussion or development.</p> <p>Tracker completed on time by all staff</p> <p>Information used for data driven dialogue at tracking meetings</p>	<p>Opportunity to share good practice at collegiate session and give peer feedback.</p> <p>Staff to engage in moderation calendar</p> <p>Collect staff evaluations and act upon these.</p> <p>Odhran to offer support when required.</p> <p>SLT to monitor use within tracking meetings.</p>	<p>Hannah Neill (PT) & Odhran O'Connell (PT)</p> <p>Hannah Neill (PT)</p> <p>Odhran O'Connell (PT)</p> <p>Denise Bell (DHT) & Lynne Goodwin (HT)</p>	<p>January 2025</p> <p>October 2024</p> <p>January 2025</p>	
<p><u>Long</u></p> <p><u>FORMATIVE ASSESSMENT</u> Staff are confident in using a variety of formative assessment</p>	<p>Graffiti board of current strategies used and why?</p>	<p>10-15 minutes at each assessment based collegiate session spent to revisit a</p>	<p>Hannah Neill- (PT)</p>	<p>April/May 2025</p>	



<p>approaches to improve attainment and increased accuracy of TPJ.</p> <p><u>HIGH QUALITY ASSESSMENT</u> Staff are confident in planning for high quality assessment which is carefully constructed to provide the application of prior learning (knowledge and understanding) to new and unfamiliar contexts, at an appropriately challenging level.</p> <p><u>MODERATION</u> Through the moderation cycle there will be a whole school understanding of what is expected in order to achieve a phase or level in Literacy</p>	<p>Google form issued and analysed</p> <p>Evidence in forward plans and professional dialogue</p> <p>Sample of high quality assessment data will show a link with summative assessment data</p> <p>SLT to moderate a group of individuals across each level. (5 pupils from each class inc ELC)</p> <p>Staff Jam Board Keep, change or trash.</p>	<p>new formative assessment strategy to try in class and then feedback during the next session.</p> <p>Opportunity to share good practice at collegiate session and give peer feedback.</p> <p>Evaluate the moderation calendar and it's impact.</p>	<p>Hannah Neill- (PT)</p> <p>SLT</p> <p>Hannah Neill (PT)</p>	<p>April/May 2025</p> <p>April/May 25</p>	
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Priority 2

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Curriculum Design:

- To create a culture of commitment to high quality professional learning and establish a shared understanding that teacher professional learning will inevitably improve outcomes for learners.
- To deepen staff understanding of pedagogy and to build teacher confidence in identifying the appropriate pedagogical approach to suit the needs of learners.
- To become familiar with the Curriculum for Excellence Toolkit to support us in understanding the 'how' of curriculum making/design.
- To create a bespoke curriculum, involving all stakeholders, where the learners are at the centre of each and every 'Why?'
- To ensure that our curriculum embeds reference to the four fundamental capacities and the four contexts for learning.
- To create conditions for more autonomy in learning by increasing opportunities for the development of both teacher and learner agency.
- To create a whole school DYW Project that aims to upskill our learners and their families (links to PEF plan).
- To become familiar with Education Scotland's Scanning and Scoping Cycle to ensure continued review of our curriculum at Sunnyside Primary School & ELC

This is year one of a three year plan



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NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>
<p>Contextual Analysis/Rationale</p>		
<p>As identified in the VSE Report published on 22nd May 2024, all staff spoken to in the focus group could articulate improvements in leading learning within their own classrooms and how they appreciated the autonomy that had been provided by the SLT. This was further evidenced in a staff survey that was completed in April 2024 when 92.9% of teachers either agreed or strongly agreed that they are encouraged to be creative and innovative within their daily practice.</p> <p>However, during teaching observations also carried out in May 2024, less than half of teachers observed demonstrated creativity and innovation in their lessons. It was therefore identified that SLT should continue to evaluate classroom practice and pedagogy to gain a more evidenced based evaluation of learner's experiences and the quality of teaching across the school, as previously planned.</p>		



In June 2024, a random cohort of learners were surveyed from P1 to P6. The survey identified that 73.1% of learners like coming to school, however only 61.5% of them get excited about the learning in their classrooms. The survey also highlighted that a mere 11.5% of learners are involved in planning their learning experiences.

In line with our school Vision and Values we plan to involve all stakeholders in designing a curriculum that is unique to our local community, school and ELC context, through the promotion of Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens, with family learning and engagement embedded and our learners at the heart of everything we do.

Also highlighted in the VSE Report was the lack of cohesion between our school and ELC Staff and the general inclusion of the ELC staff team in improvement and development activities across the setting. As a result, we will aim to ensure that we protect time for collaborative working between practitioners and build on the knowledge and skills of Educators in approaches, such as, 'slow and relational' pedagogy bridging the links between theory and practice in relation to play based approaches.

Pre mortem approaches- What may hinder success?	Solutions
<ul style="list-style-type: none"> ● Staff attitudes and readiness to undertake significant change ● Logistical barriers to staff in collaborating with ELC Educators ● Lack of teacher confidence when identifying/experimenting with pedagogical approaches ● Understanding of how to build Children's Agency when planning learning ● Lack of parental engagement 	<ul style="list-style-type: none"> ● Staff will be inspired and motivated to improve practice ● Clear vision will be shared about how to achieve goal ● Pace of change will be appropriate ● Create space for teaching staff to observe in the ELC setting ● Protect time for professional reading to take place and for staff to work collaboratively on pedagogical approaches ● Staff will be encouraged to become empowered within their learning environments ● Establishing parental interests and comfort zones

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
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<p>Short</p> <p>Curriculum Design: To begin to establish a culture of commitment to high quality professional learning within all educators. Focus on pedagogical approaches. <i>(Article 28)</i> <i>(Article 29)</i></p> <p>Teaching staff will increase their knowledge of responsive and intentional planning and they will begin to understand the purpose and value of the use of provocations.</p>	<p>A Google Form used to gather feedback from staff regarding views on professional reading and relevant impact on practice.</p> <p>All classes will have evidence of provocations being used - Quality Assurance visits by SLT</p> <p>Learner views gathered via google form</p> <p>Leuven Scale to track engagement. (Baseline - completed in September and again in November)</p>	<p>All teaching and ELC staff will engage with allocated professional reading during CAT sessions.</p> <p>Delivery of national message by Lynn Taylor, Senior Education officer, Curriculum Innovation Team (August Inservice)</p> <p>All teachers to observe in the ELC setting. ELC Staff to buddy up with a teacher for consultation or support in set up.</p> <p>Teacher's will explore the use of provocations to enhance learner engagement (Decile 1 & 2 cohort)</p>	<p>Class Teachers ELC Educators Denise Bell</p> <p>Class Teachers ELC Educators Denise Bell</p>	<p>October 2024</p> <p>November 2024</p>	
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<p>DYW: To begin to embark on our whole school DYW project.</p>	<p>Project Plan identified by staff, involving ELC - P7 learners and families.</p> <p>DYW plans evident in Forward Planning Folders - Quality Assurance Planning Meetings</p>	<p>Parents that would be willing to embark on a learning journey will be identified.</p> <p>Skills and expertise of parents will be identified.</p> <p>Group of parents that would be willing to upskill learners and their families will be identified.</p> <p>Weekly DYW sessions will be timetabled.</p>	<p>Teacher to Lead ELC Educator Taylor Irvine Denise Bell</p>	<p>October 2024</p>	
<p>Medium</p> <p>Curriculum Design: Staff will gain a sound knowledge of where we are now with our curriculum and what needs to be developed in order to be responsive to the future needs of all learners.</p>	<p>Teacher's views on the six prompts as noted on the Scanning and Scoping Cycle.</p>	<p>Use of Education Scotland's Scanning and Scoping Cycle to identify top priorities for further development.</p>	<p>Class Teachers ELC Educators Denise Bell</p>	<p>February 2025</p>	



<p>Staff will explore Sunnyside's 'why?' and gain a true understanding of how our school curriculum should look.</p>	<p>Identified priorities that will inform our long term outcomes.</p>	<p>Use of Education Scotland's Curriculum Design toolkit: *Persona Work (linked to the four capacities) *The 5 Whys</p>	<p>Class Teachers Denise Bell</p>	<p>March 2025</p>	
<p>Staff will continue to develop their understanding of pedagogical approaches taking interactions, experiences and spaces into account when planning learning.</p>	<p>Teacher views based on RTA Challenge Questions</p> <p>Class results of a small test of change.</p>	<p>Staff team to consult RTA challenge questions reflect on current practice.</p> <p>Class Teachers to identify and carry out a small test of change throughout term 3.</p>	<p>Class Teachers</p>	<p>March 2025</p>	
<p>11.5% of learners surveyed state that they are involved in planning their learning. We hope to see this increase by at least 50%.</p> <p><u>DYW:</u></p>	<p>Repeated Curriculum Baseline Survey with previously identified cohort of children from P2-P7.</p> <p>Quality Assurance - Term 3 Planning Meetings</p>	<p>Children to be involved in the planning of their learning within IDL from January 2025.</p> <p>Experiment with the use of Curriculum Maps (January planning)</p>	<p>Class Teachers Denise Bell</p>	<p>March 2025</p>	
<p>Parenting groups will work alongside school staff to upskill learners and family members in a variety of job</p>	<p>Track family engagement through attendance at weekly sessions.</p>	<p>Allocate volunteering parents to all classes including ELC.</p>	<p>Taylor Irvine Class Teachers Denise Bell</p>	<p>January 2025</p>	



roles.	Completed work projects. Capture parent and pupil voice through completion of group evaluation forms.	Match up parents on a learning journey with the appropriate class based on interests. Identify 'project' work for each class.			
Long Curriculum Design: To begin to establish the foundations of our bespoke curriculum which will place all Sunnyside learners at the heart of everything we do.	Learner and parental feedback. Creation of the first draft of our 'Sunnyside Curriculum' Document	Use the Four Capacities and the Four Contexts for Learning to gather learner and parental views on what their dream Sunnyside curriculum would look like.	Denise Bell	May 2025	
To increase Children's Agency within the planning process. <i>(Article 12)</i>	Google form to capture teacher confidence in developing Children's Agency in the classroom.	Explore the difference between Pupil Voice and Children's Agency in learning.	Class Teachers Denise Bell	May 2025	
Previous term's % of learners surveyed state that they are	Repeated Curriculum	Children continue to	Class Teachers	April 2025	



<p>involved in planning their learning. We will see this increase by a further 25%.</p> <p><i>(Article 12)</i></p> <p>DYW: Community links to be established to support family learning and engagement in Sunnyside Primary School and ELC.</p>	<p>Baseline Survey results with previously identified cohort of children from P2-P7.</p> <p>Quality Assurance - Term 4 Planning Meetings.</p> <p>Community supports attending DYW sessions each week.</p> <p>Tracking of learner and family achievements within the project. Number of accredited achievements throughout the project.</p>	<p>be involved in the planning of their learning within IDL in term 4.</p> <p>Experiment with curriculum maps or other forms of stimuli to support children in planning their learning.</p> <p>Establish links with: Alloa Academy, Forth Valley College, The Gate and any other community based projects that may be keen to get involved. Schedule dates for links to attend sessions.</p> <p>Match up families to appropriate courses/sessions.</p>	<p>Denise Bell</p> <p>Lead Teacher Taylor Irvine Denise Bell</p>	<p>June 2025</p>	
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Priority 3



Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

- To create a rights respecting ethos which permeates through all aspects of school life (*Article 1, Article 3*)
- To develop awareness of the UNCRC amongst our pupils and to empower them to action their rights (*Article 42*)
- To develop skills in our pupils which aids them on their journey to becoming global citizens (*Article 29*)
- To support those less fortunate both locally and globally
- To eradicate discrimination in all forms from our school community.
- To further enhance our inclusive culture and awareness amongst our pupils of everyone's right to an identity.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Contextual Analysis/Rationale

At Sunnyside Primary School we aim to create an environment where children's rights are taught, observed, respected, protected and promoted. The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination and participation. It is imperative to us as an organisation that children's rights are at the heart of every decision made for and by our pupils. Our ambition is to ensure that every child in our learning community experiences this. In line with our newly established vision and values we place the child at the centre of everything we do with the ultimate vision of developing happy and successful citizens.

We are part of the Rights Respecting Schools Award programme which guides schools through a journey of recognising children's rights. Following assessment in 2023, Sunnyside Primary School has been awarded a Rights Respecting Schools Silver award. Our school is now nationally categorised as Rights Aware. This award is down to the hard work and positive attitude of our pupils who are embracing the importance of the UNCRC. As a community, it is important that we continue to build on this award and ensure that the UNCRC is at the centre of everything we do.

It is our aim to achieve the UNICEF Gold award by June 2025. With the UNCRC being at the heart of all aspects of school policy we aim to develop and inspire our pupils and community to understand the importance of upholding the UNCRC. We aim to empower our community to become a truly rights respecting inclusive entity. We aim to support those in need, both locally and internationally, minorities and eradicate poverty or race related discrimination from our community.



Pre mortem approaches- What may hinder success?	Solutions
<ul style="list-style-type: none"> ● Part time staff missing collegiate sessions ● Time scale to gather and produce required evidence ● Wider community attitudes 	<ul style="list-style-type: none"> ● Sharing of collegiate session online ● Adequate training provided for staff ● Consistent modelling of restorative language. ● Involving parents throughout the project

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p>Short</p> <p>Almost all children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.</p> <p><i>(Article 3)</i></p> <p>Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p>	<p>Pupil focus groups to gauge understanding of duty bearer/rights holder</p> <p>Floorbook will show examples of rights based learning and teaching in each stage</p> <p>Pupil UNICEF questionnaire to</p>	<p>UNCRC based class charter on display in each classroom</p> <p>Key language of <u>Duty bearers</u> and <u>Rights holder</u> explicit on each class charter and understood by children</p> <p>Pupil group to lead on moderation of classroom environments e.g class charter</p>	<p>Ódhran O’Connell, Sara- Anne MacQueen</p>	<p>October</p>	



<p>(Article 1)</p> <p>Adults and the wider school community show a commitment to the UNCRC.</p> <p>(Article 42)</p>	<p>gather baseline of current knowledge</p> <p>Parent UNICEF questionnaire to gather baseline of current knowledge</p>	<p>Form UNCRC Pupil/Parent group to lead project</p> <p>Complete UNICEF initial project questionnaire</p> <p>Establish UNCRC- 'Going for Gold' pupil led display board</p> <p>UNCRC- forward planning document shared and expectations explained</p> <p>Collegiate sessions to outline project parameters and provide training on <u>what is a global citizen?</u></p> <p>Whole school assembly to discuss our 'Going for Gold' project</p> <p>Pupil group to lead on moderation of classroom environments eg class charter.</p>			
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		<p>Pupil dojo posts to update parents on project development.</p> <p>Parent/ pupil feedback collected via questionnaire</p>			
<p><u>Medium</u></p> <p>Most children and young people understand how local/global issues and sustainable development are linked to rights.</p> <p>Staff and learners have an increased knowledge and understanding of the following rights through the implementation of the UNCRC Sunnyside Plan for 24/25</p> <ul style="list-style-type: none"> the right to play (<i>Article 31</i>) the right to a good quality education (<i>Article 28</i>) the right to an opinion (<i>Article 12</i>) the right to be safe (<i>Article 19</i>) 	<p>pupil/staff/family questionnaire</p> <p>Community feedback for JRSO project/impact of project on parking</p> <p>UNICEF feedback on plan progression</p> <p>pupil focus group for each level</p>	<p>Learning through play development of play pedagogy-staff sessions/stay and play</p> <p>JRSO road safety project- parking outside our school- Appoint a lead</p> <p>Organise pupil led- anti racism week</p> <p>ELC- growing food sustainably</p> <p>Event to support local charity- food collection- The Gate, See priority 2 plan- Developing young workforce</p> <p>Organise event to</p>	<p>Ódhran O'Connell Sara Anne MacQueen, Hannah Neill.</p>	<p>January 25</p>	



<ul style="list-style-type: none"> the right to not be discriminated against <i>(Article 14)</i> <p><i>(Article 1)</i></p>		<p>support international climate change awareness- P7 project</p> <p>Create pen pal links with children in the worst affected countries.</p>			
<p>Long</p> <ul style="list-style-type: none"> Most children and young people understand their role as global citizens. Most children and young people describe how their participation has a significant impact on school improvement. <i>(Article 12)</i> Most children and young people speak of their commitment to the right of others to learn and can describe how they 	<p>End of project feedback questionnaire</p> <p>UNICEF gold assessment</p> <p>Almost all pupils able to articulate their feelings about the UNCRC and able to exercise their rights- pupil focus groups</p>	<p>Collate evidence for UNICEF assessment</p> <p>Collate feedback from pupils and parent working parties.</p>	<p>Odhran O'Connell Sara Anne MacQueen</p>	<p>June 2025</p>	



<p>actively respect this right.</p> <ul style="list-style-type: none"> The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination. (<i>Article 14</i>) 					
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Priority 4

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)



Sunnyside Pedagogy.

- We aim for the Sunnyside Pedagogy to be embedded into practice, this will enable a consistent approach to learning underpinned by theory of relational and slow pedagogies.
- Educators will strive for sustained shared thinking and higher order questioning skills through interactions and provocations for learning.
- We aspire for our learners' voice to be included in the planning process which will include a refresh of care plans upon starting the ELC and the key worker approach.
- Our youngest learners will experience high quality interactions and meaningful learning provocations to enable them to further extend their interests.
- All learners will be included in a universal approach to interventions with identified learners included in targeted interventions to support wellbeing and involvement.
- All educators will feel confident in what a high quality interaction looks and feels like.
- Educators will be informed through feedback for improvement as part of quality assurances.
- The outdoor learning experiences will reflect the learning indoors with opportunities for distributed leadership approaches.
- We plan for families to feel confident in family learning opportunities.

This is year 2 of a 3 year plan.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>HGIOELC</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p>



Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
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Contextual Analysis/Rationale

A recent VSE inspection (May 2024) highlighted the evident good work that has been ongoing within the refresh of the Values and the creation of the Sunnyside Pedagogy, within this report it was also highlighted that we now should embed these approaches to ensure consistency to practice. Educators who are confident in providing high quality interactions will have the knowledge and skills to support our learners in leading their own learning, this will be evident in attainment, wellbeing and involvement. The Sunnyside Pedagogy will be embedded in order to ensure consistent approaches to care, wellbeing and child development. Educators will be confident in approaches linking pedagogical theory to practice which underpins the ELC's vision for children to be creative learners, feel loved, safe and **respected**.

A previous Care Inspectorate report (June 2023) highlighted that more care should be given to outdoor learning opportunities and these should reflect the experiences indoors. As part of our pedagogical approach we will develop our outdoor learning opportunities and identify learners to be part of a targeted intervention in outdoor learning.

Family learning opportunities will be included in the outdoor learning to share knowledge and skills and showcase the benefits to health and well being from outdoor play and learning.

A distributed approach to leadership will equip educators with the confidence to develop outdoor learning experiences and share the approach with other members of the learning community by sharing practice and up-skilling the learning community of Sunnyside ELC linking in with the School and families.



Pre mortem approaches- What may hinder success?	Solutions
<ul style="list-style-type: none"> ● Part time educators missing CLPL sessions ● Educators confidence leading outdoor learning experiences ● Families' social views towards outdoor learning in all weathers. 	<ul style="list-style-type: none"> ● CLPL mop up presentations for independent reading / learning ● Adequate training provided for staff ● Involving parents throughout the project

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p>Short</p> <p>Interactions Children's care plans will be revised to allow for the opportunity for the child's voice to be included from the start of their learning journey within the ELC. <i>(Article 12, UNCRC)</i></p> <p>Outdoor Learning</p>	<p>Self - Evaluation of local and national policy and guidance to identify relevant theory and research for refreshed care plans.</p>	<p>Planned networking to create links with settings to share knowledge and practice.</p>	<p>Senior Early learning and Childcare Educator / Lauren Barclay.</p> <p>Early learning and Childcare Educators.</p>	<p>October 2024</p>	



<p>Learners identified for targeted outdoor learning interventions. <i>(Article 31, UNCRC)</i></p> <p>Educators identified for block of shared practice alongside outdoor lead.</p>	<p>Observations of children's engagement outdoors.</p> <p>Observations of children's wellbeing and involvement.</p> <p>Family feedback</p> <p>Educator confidence questionnaire.</p>	<p>CLPL of current outdoor learning expectations.</p> <p>Introduction to family learning with outdoor learning stay and play.</p> <p>Learning through nature training opportunities for the staff team.</p>	<p>Educator with leadership of Outdoor learning / Lauren Barclay.</p>		
<p><u>Medium Interactions</u> Children due to begin in January invited into an open night to begin transition and have the opportunity to be involved in the Key Worker approach.</p> <p><u>Outdoor Learning</u> Families identified for an 8 week block of forest day using the nature through nurture approach.</p> <p>Learners identified for targeted outdoor</p>	<p>Environment Audit.</p> <p>New family feedback.</p> <p>Observations of interactions.</p> <p>Family questionnaire to gather expectations and aims.</p> <p>Baseline observations of</p>	<p>Invitations sent to families who are enrolled to attend in January 2025.</p> <p>Feedback for improvement observation created and introduced to the staff team.</p> <p>Agreement created and signed by families, learners and Educators.</p> <p>Plan and identify protected days and times to attend</p>	<p>Family learning lead. Lauren Barclay.</p> <p>Lauren Barclay / Denise Bell.</p> <p>Outdoor lead / Lauren Barclay.</p> <p>Keyworkers / outdoor lead.</p>	<p>January 2025</p>	



<p>intervention.</p> <p>Educators sharing practice with peers and leading on the experience.</p>	<p>learners' wellbeing and involvement.</p> <p>Attendance Record.</p>	<p>learning through nurture days.</p> <p>Plan for opportunities to meet with the wider school learning community to plan for sharing practice.</p>	<p>Lauren Barclay / Denise Bell.</p>		
<p><u>Long Interactions</u></p> <p>Educators will feel confident in delivering quality interactions.</p> <p><u>Outdoor Learning</u></p> <p>Educators will feel confident in leading learning through nurture approach</p> <p>Outdoor forest experiences will be embedded into daily play and learning.</p>	<p>Peer observations.</p> <p>Staff confidence questionnaire revisited.</p> <p>Learners attainment data.</p> <p>End of project observations.</p> <p>Staff confidence questionnaire.</p> <p>Intentional planning.</p> <p>Family feedback.</p>	<p>CLPL sharing knowledge on feedback for Improvement and using the observation tool.</p> <p>Links made with the learning community to share practice.</p> <p>Collate observations.</p> <p>Collate data from planning, family and learner feedback.</p>	<p>Lauren Barclay</p> <p>Lauren Barclay / Outdoor lead.</p> <p>Lauren Barclay / Family Learning Lead / Outdoor Lead.</p>	<p>May 2025.</p>	



<p>Families will feel confident and value attending family learning opportunities. (Sample group of families measured.)</p>	<p>Learner feedback.</p>				
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