



Education and Learning Directorate

School/ELC Annual School Improvement Planning

2024-2025

School Priorities: black font
Local Authority Priorities: purple font
Cluster Priorities: green font

Calside Primary School

Date: March 2024

SCHOOL IMPROVEMENT PLAN 2024 – 2025 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Achievement Across the Curriculum</p> <p>United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..”</p> <p>31-“..all children have the right to play and to take part in cultural and creative activities..”</p> <ul style="list-style-type: none"> ● Attainment in Literacy ● Attainment in Numeracy ● Attainment in Digital Literacy ● Early level: Play pedagogy ● First level: Active pedagogy ● Learning Centre: continuous provision 	<p>Children are supported to achieve their potential across all aspects of the curriculum.</p> <p>Refined progression frameworks will ensure continuity and progression for all learners, enabling the correct pace of learning for each learner from Nursery to P7 and beyond.</p> <p>Refined IDL cycle and a broad curriculum will enable learners to develop the skills for learning, life and work, allowing them to develop their own talents and flourish as individuals.</p> <p>Moderation activities will build consistent excellence in learning and teaching across classes, supporting new members of staff to implement our approaches.</p> <p>Parents and families will be supported in order that they feel able to be involved in their child’s achievement across the curriculum.</p>	<p>Literacy: Classes to complete small tests of change for spelling approaches and evaluate their effect (March-May 2024); Literacy leads (Miss MacRae and Mr Templeton) to adapt the D&G Literacy progression framework to incorporate a progressive spelling strategy and to ensure that all areas are fully progressive with the required detail (May- June 2024); Updated Literacy progression framework to be implemented from August 2024; Miss MacRae, Mrs Galligan and Mr Templeton to share resources and approaches from CYPIC Wave 2 with all teachers; stages to consider how these will support the learning and teaching of writing; Literacy leads (Miss MacRae and Mr Templeton) to support staff in the implementation of the updated Literacy progression framework, the use of CYPIC Wave 2 approaches and the Balanced Reader and Writer approach as needed (ongoing through year); Moderation of writing to ensure consistency (in stage teams; October; January; May) Review the Literacy progression framework in stages and at whole-school level; refine as needed(February INSET); implement any changes required from February 2025.</p> <p>Numeracy: Stages to continue to trial the implementation of D&G Developing Number Knowledge and Beyond Number progression frameworks until June 2024, following the implementation models at each stage as agreed at INSET Feb 2024; P7 teachers to share DNK working levels for each P7 to high school, for Addition and Subtraction strand in June 2024; Numeracy lead (Mr McIlorum) to amend the D&G progression frameworks for each stage, aligning with our own progression framework used previously, to ensure that there is no loss of learning at each stage (May-June 2024); Updated Developing Number Knowledge and Beyond Number progression frameworks for each stage to be implemented from August 2024; Moderation of numeracy-focused assessments and holistic assessments with a numeracy aspect to ensure consistency (November, February and May); Review the Numeracy progression frameworks in stages and at whole-school level; refine as needed (February INSET); implement any changes required from February 2025; P7 teachers to share DNK working levels for each P7 to high school, for cluster-agreed DNK strands in June 2025.</p> <p>Digital Literacy Continue to implement DHS cluster progression framework and strategy for Digital Literacy; review as a whole-staff in September 2024 and refine as needed; Mrs Gamble and Mr McIlorum to review D&G Bring Your Own Device policy and paperwork and amend as needed (March-April 2024); share with Parent Council for their feedback (April 2024); Trial a small test of change with a sample group (May-June 2024); amend paperwork and protocols as needed (June); roll out to second level from August; Mr McIlorum and P7 teachers to select next wave of Young Digital Leaders, train and support as needed (June 2024, and then ongoing through session); Support any staff who need to further increase their confidence in this area of the curriculum, as identified through the PRD process (March 2024, and then ongoing).</p>

<p>Achievement Across the Curriculum</p> <p>United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..”</p> <p>31-“..all children have the right to play and to take part in cultural and creative activities..”</p> <ul style="list-style-type: none"> ● Attainment in Literacy ● Attainment in Numeracy ● Attainment in Digital Literacy ● Early level: Play pedagogy ● First level: Active pedagogy ● Learning Centre: continuous provision 	<p>Children are supported to achieve their potential across all aspects of the curriculum.</p> <p>Refined progression frameworks will ensure continuity and progression for all learners, enabling the correct pace of learning for each learner from Nursery to P7 and beyond.</p> <p>Refined IDL cycle and a broad curriculum will enable learners to develop the skills for learning, life and work, allowing them to develop their own talents and flourish as individuals.</p> <p>Moderation activities will build consistent excellence in learning and teaching across classes, supporting new members of staff to implement our approaches.</p> <p>Parents and families will be supported in order that they feel able to be involved in their child’s achievement across the curriculum.</p>	<p>Tracking of Progress and Achievement using SEEMIS</p> <p>Moderation of levels within SEEMIS Progress & Achievement three times a year to ensure consistency and accuracy within stages, and across the school (Lead: Mrs Gamble; October, January and May);</p> <p>SMT to support new staff to use SEEMIS Progress and Achievement, using a mentoring approach to ensure consistency and accuracy (October, January and May);</p> <p>Moderation of writing (October; January; May) and moderation of numeracy (November, February and May) to triangulate data against levels within SEEMIS Progress and Achievement to ensure consistency and accuracy;</p> <p>Staff to work in stages to analyse the SNSA results diagnostically, triangulating data against levels within SEEMIS Progress and Achievement to ensure consistency and accuracy (Lead: Mrs Gamble; February and May).</p> <p>Learning and Teaching approaches across the curriculum</p> <p><u>Play Pedagogy and Active Learning</u></p> <p>Nursery to P4 staff to continue to develop our play pedagogy and active learning from Nursery through to First level, working with the D&G Education Officer for Play Pedagogy and engaging with the D&G Play Toolkit (Leads: Miss Kennedy and Miss MacRae; ongoing);</p> <p>Additional Support for Learning team to continue to develop free-flow continuous provision in the learning centre, creating both outdoor and indoor zones to provide further opportunities for learning and engagement, allowing our learners to explore and develop gross and fine motor skills, sensory needs and imaginative role play (Leads: Mrs Armstrong, Mrs Hooper and Mrs McIlorum; initial setup from April to June);</p> <p>Implement initial setup for continuous provision in the learning centre from August; refine on an ongoing basis as needed, dependent on the needs of the learners;</p> <p>Mrs Douglas and Miss MacRae to review the recently published D&G policy for Play Pedagogy, aligning this with our own practice (April to June 2024);</p> <p>Staff to engage with the draft policy for Play Pedagogy (August); review and refine as needed (ongoing);</p> <p>Early and First level to continue to develop our “Stay and Play” and “Come & Join Us” sessions, building parent/carer understanding of the play and active learning approaches and how they can support this at home (plan calendar June 2024; implement from August, reviewing and refining as needed on an ongoing basis);</p> <p>Support any new members of staff to understand our play and active learning pedagogy, ensuring consistent implementation of the approaches to ensure high quality experiences for all learners (as needed).</p> <p><u>Excellence in Learning and Teaching across the curriculum at all stages</u></p> <p>Stage teams to review the updated three-year curriculum cycle in June, once they know their allocated classes for session 2024-2025; opportunities for the United Nations Rights of the Child and the Global Goals will be identified and included; implement the updated cycle from August;</p> <p>Staff to work in learning trios to build a shared understanding of what excellence in learning and teaching looks like at each stage (Lead: Mrs Gamble; Term 1 and Term 3);</p> <p>Staff to revisit the D&G Building Capacity paper for Learning, Teaching and Assessment, evaluating their own practice and identifying areas for improvement (September);</p> <p>Pupil Council to undertake their Term 1 and 3 learning talks with a focus on excellent learning and teaching (Lead: Mrs Gamble);</p> <p>Staff and pupils to revisit the D&G Learning & Teaching policy, aligning this with our own practice (September); draft policy to be shared with Parent Council for their feedback (October);</p> <p>Second level pupils to create guidance for parents for our Learning & Teaching policy (October/November);</p> <p>Following learning talks and class observations in Term 3, staff and Pupil Council will evaluate the impact of the Learning & Teaching policy, highlighting any concerns so these can be actioned.</p>
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NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> Improvement in attainment. Closing the attainment gap. Improvement in young people's health and wellbeing. 	<ul style="list-style-type: none"> Assessment of Children's Progress School Improvement 	2.2 Curriculum: Development of the curriculum; Learning Pathways; Skills for learning, life and work 2.3 Learning, teaching and assessment: Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring 2.4 Personalised support: Universal support; Targeted support; Removal of barriers to learning 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
See above Key Tasks: SMT leader of each workstream. Staff will work in stages and as whole team as per task.	See above Key Tasks: Collegial time throughout the session; SMT planning and evaluation time; Parental workshops and learning sessions.	n/a	April 2025
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Continue to develop parental workshops, sessions, home and family learning to enable parents and families to be able to support learners to achieve across the curriculum: focus workshops for Literacy, Numeracy, Digital Literacy, play pedagogy and active learning; meta-skills. Learners to continue to have input into their own learning journeys: what they want to find out, what they need to do next and how they wish to show their learning (in classes and stages); Pupil Council to further develop learning talks using HGIOurS, linking to our review of the Learning and Teaching policy; Second level pupils to develop support materials for parents linking to our review of the Learning and Teaching policy; Young Digital Leaders to continue to support classes across the school and develop ways to support parents in Digital Literacy and Cyber Safety.		Development of learning environments and approaches to allow all learners to achieve their potential; Develop of learning environments and approaches to overcome any barriers to learning; Review, refine and implement updated learning pathways and progression frameworks to ensure consistency, and to maintain a range of interventions to meet different learner needs.	

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Learner and Parental Engagement</p> <p>United Nations Rights of the Child:</p> <p>2- “..all children have these rights..”</p> <p>12- “..the right to give their opinions freely on issues that affect them..”</p> <p>23- “..all children participating actively in the community..”</p> <p>18- “..parents should always consider what is best for their child. Governments should help them..”</p>	<p>Pupils will develop their understanding of human rights and of their own rights. They will feel included and involved in their own learning journeys. They will become confident individuals with a strong sense of their role as citizens in school and the wider community.</p> <p>Parents will be supported to be fully involved in their child’s learning journey, and the life of the school. We will continue to work together to overcome any barriers to learning.</p> <p>All our learners will be supported to achieve their potential across the curriculum.</p>	<p>Learner Participation</p> <p>Complete our action plan for the Silver Rights-Respecting Schools Award, and undertake accreditation (Leads: Mrs Kearney, Mr Templeton and the pupil Rights Group; March-May 2024);</p> <p>Work towards the Gold Rights-Respecting Schools Award, as per our action plan (Leads: Mrs Kearney, Mr Templeton and the pupil Rights Group; from August, ongoing through the year);</p> <p>Stage teams to review the updated three-year curriculum cycle in June, once they know their allocated classes for session 2024-2025; opportunities for the United Nations Rights of the Child and the Global Goals will be identified and included; implement the updated cycle from August; Implement the updated cycle August onwards; review in January and refine as needed;</p> <p>Class charters to be revisited at the start of session in August 2024, with all classes developing these for the session; all classes to review and refine their class charters on an ongoing basis as needed.</p> <p>Parental Involvement and Engagement</p> <p>Mrs Gamble to review the D&G Parental Involvement and Engagement Strategy with the Parent and Pupil Councils; feedback to be used to develop our own draft Parental Involvement and Engagement Strategy; draft strategy to be shared with the wider parental and pupil community for their perusal and feedback; refine as needed (May-June 2024);</p> <p>Stage teams to review the updated three-year curriculum cycle in June, once they know their allocated classes for session 2024-2025; opportunities for parental engagement will be identified and included;</p> <p>Pupil Voice groups to assist in the development of parental engagement opportunities (Pupil Voice groups with their Staff Leads; from August and ongoing through the year);</p> <p>Review parental engagement calendar with Parent Council and the wider parent forum (Lead: Mrs Gamble; September and then ongoing as needed);</p> <p>Implement, reflect after events, refine as needed on an ongoing basis.</p> <p>All stages to implement the Class Sways as a trial from March to June;</p> <p>Review the content of these with parents to ensure parents/carers are able to access all the information they need (Lead: Mrs Gamble; June); refine as needed and implement from August 2024; review and refine as needed January 2025;</p> <p>Further develop whole-school Sways for whole-school events such as Sports Day or Christmas, as well as curriculum focus Sways to help parents to support their child/ren’s learning at home (Lead: Mr McIlorum with the Young Digital Leaders; Pupil Voice groups with their Staff Leads; from August and ongoing through the year);</p> <p>Staff, pupils and Parent Council to consider how to rebuild the sharing of wider achievements since the loss of ClassDojo, as wider achievements are a significant part of who a child is.</p> <p>Following parental comments in the Learning and Teaching Quick Questions in March, we will review home learning opportunities;</p> <p>Pupils and parents to be audited about home learning opportunities (May-June 2024);</p> <p>Feedback to be considered by staff as they work in stages to review the programme for home learning opportunities;</p> <p>Trial updated home learning from August; review and refine as needed on an ongoing basis.</p>

<p>Learner and Parental Engagement United Nations Rights of the Child: 2- “..all children have these rights..” 12- “..the right to give their opinions freely on issues that affect them..” 23- “..all children participating actively in the community..” 18- “..parents should always consider what is best for their child. Governments should help them..”</p>	<p>Pupils will develop their understanding of human rights and of their own rights. They will feel included and involved in their own learning journeys. They will become confident individuals with a strong sense of their role as citizens in school and the wider community.</p> <p>Parents will be supported to be fully involved in their child’s learning journey, and the life of the school. We will continue to work together to overcome any barriers to learning.</p> <p>All our learners will be supported to achieve their potential across the curriculum.</p>	<p>Framework for Inclusion Inclusion leads to attend Nurture training once it is arranged by D&G as part of the Framework for Inclusion; then roll this out to all staff (Leads: Mrs Armstrong and Mrs McIlorum; when this is arranged by D&G); Partners’ Fair including our wider partners (e.g. SALT, Autism Outreach, Occupational Therapy and PIN) to be held in school during learner conferences (Lead: Mrs Hooper; May 2024); Review the value of this activity with the Parent Council and the wider parental community; develop guidance and support materials in line with this feedback (Leads: Mrs Armstrong and Mrs McIlorum; June onwards).</p> <p>Input from partners in learning such as OT and CAMHS to all staff August 2024, revisiting the setup of learning environments to meet a range of learner needs (Leads: Mrs Armstrong and Mrs McIlorum; August 2024); mentoring approach for any new members of staff to ensure that all environments are consistently set up with this principles (ongoing from August); review and refine on an ongoing basis as needed; Pupil Council to undertake their Term 1 and 3 learning talks with a focus on excellent learning and teaching, including the setup of learning environments (Lead: Mrs Gamble).</p>	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> Placing the human rights and needs of every young person at the centre of education. Improvement in children and young people's health and wellbeing. 	<ul style="list-style-type: none"> Teacher Professionalism Parental Engagement 	1.7 Leadership of learning: Children leading learning 2.1 Safeguarding and child protection: Arrangements for wellbeing 2.4 Personalised support: Universal support; Targeted support; Removal of barriers to learning 2.5 Family Learning: Early intervention and prevention 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
See above Key Tasks.	See above Key Tasks.	Release staff to undertake any further training on interventions as required; D&G funding to release PT for Nurture training.	May 2025
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
<p>Continue to develop parental workshops, sessions, home and family learning to enable parents and families to be able to support learners to achieve across the curriculum: focus workshops for Literacy, Numeracy, Digital Literacy, play pedagogy and active learning; meta-skills. Learners to continue to have input into their own learning journeys: what they want to find out, what they need to do next and how they wish to show their learning (in classes and stages); Pupil Council to further develop learning talks using HGIOurS, linking to our review of the Learning and Teaching policy; Second level pupils to develop support materials for parents linking to our review of the Learning and Teaching policy; Young Digital Leaders to continue to support classes across the school and develop ways to support parents in Digital Literacy and Cyber Safety.</p>		<p>Development of learning environments and approaches to allow all learners to achieve their potential; Develop of learning environments and approaches to overcome any barriers to learning; Review, refine and implement updated learning pathways and progression frameworks to ensure consistency, and to maintain a range of interventions to meet different learner needs; Reflect on inclusive practice and identify any issues to be addressed; Further develop inclusive practice as needed.</p>	