

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2025-2026

School: Calside Primary School

Date: April 2025

SCHOOL IMPROVEMENT PLAN 2025 – 2026 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area for Learners	Excellence in learning and teaching United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..” 31-“ ..all children have the right to play and to take part in cultural and creative activities..”	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>HMiE inspection and ensuing actions; Classroom observations and monitoring calendar; Attainment tracking and analysis; Framework for Inclusion audit and checklist; Building Capacity papers and self-evaluation.</p>	<p>Children are supported to achieve their potential across all aspects of the curriculum.</p> <p>All learners to be supported and/or challenged appropriately to ensure they progress at the correct pace with their learning.</p> <p>Learners will develop skills for learning, life and work, allowing them to develop their own talents and flourish as individuals.</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><u>Excellence in Learning and Teaching across the curriculum at all stages</u> Stage teams to review the learner journeys for the coming session in June, once they know their allocated classes for session 2025-2026; opportunities for the United Nations Rights of the Child and the Global Goals will be identified and included; implement the updated cycle from August; Staff to revisit the key expectations for excellence in learning and teaching (August); stage teams to evaluate what this looks like at each level; Learning trios to observe practice across the stage team using the key expectations (September); Pupil Council to undertake their Term 1 and 3 learning talks with a focus on excellent learning and teaching (Lead: Mrs Gamble); Whole-staff discussion and feedback as to the key expectations; refine the Learning and Teaching policy as required (October); Pupil and Parent Council to review the Learning and Teaching policy (November); Second level pupils to create guidance for parents for our Learning & Teaching policy (November); updated policy shared with school community (November); SMT classroom observations Term 3 using the using the key expectations, with key action points for staff as needed (January-March 2026).</p> <p><u>Meta-Skills</u> Stage teams to review the meta-skills progression framework in June, aligning with the learner journeys for the coming session; opportunities for the development of meta-skills to be identified; implement from August; Stage teams to develop termly newsletters to incorporate advice for parents (beginning of each term); Stage teams to review learning targets for learner conferences (November) and annual reports (March) to highlight learner progress with the meta-skills and identify next steps clearly for learners and parents; Pupil Council Term 2 and 4 learning talks to focus on meta-skills (Lead: Mr McIlorum); Learner profiles to include the meta-skills: Second Level using My World of Work across the cluster (Lead: Mr McIlorum).</p>

	<p>Children are supported to achieve their potential across all aspects of the curriculum.</p> <p>All learners to be supported and/or challenged appropriately to ensure they progress at the correct pace with their learning.</p> <p>Learners will develop skills for learning, life and work, allowing them to develop their own talents and flourish as individuals.</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>Moderation activities will build consistent excellence in learning and teaching across classes, supporting new members of staff to implement our approaches.</p> <p>Moderation activities at cluster level will ensure no loss of learning as pupils transition to high school.</p>	<p><u>Play Pedagogy and Active Learning</u></p> <p>Early level team to revisit the draft policy for Play Pedagogy, linking this to our key expectations for excellence in learning and teaching (September);</p> <p>Policy for Play Pedagogy to be refined (September); shared with Pupil and Parent Council for review (September); finalised policy to be shared with school community (October) (Leads: Miss MacRae and Miss Tinman);</p> <p>Pupils to create guidance for parents on how to support learning at home through play pedagogy (October).</p> <p>Additional Support for Learning team to continue to develop free-flow continuous provision in the learning centre, refining 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: PT (Support for Learning) and Mrs Armstrong)</p> <p>P1-P3 team to review the infant indoor open area/outdoor areas to provide further opportunities for learners to develop gross and fine motor skills as well as meeting sensory needs (Leads: Mrs Galligan and Miss Kennedy);</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>Tracking of Progress and Achievement using SEEMIS</u></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) at school and at cluster level 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>Staff to analyse attainment over time as part of the attainment monitoring cycle: highlighting where the pace of learning needs to be amended or an intervention is required (Leads: PT (Support for Learning) and Mrs Gamble).</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 for leaders 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.	Resources for the infant open area, outdoor areas and learning centre as identified by the workstreams.	As above
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; 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 the Learning and Teaching policy and to the meta-skills; Second level pupils to develop support materials for parents linking to play pedagogy, meta-skills and the Learning and Teaching policy; Young Digital Leaders to continue to support classes across the school and develop ways to support parents in our approaches and areas of the curriculum.		Continue to develop learning environments and approaches to allow all learners to achieve their potential; Refine 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.	

<p>School Priority /Improvement Area for Learners</p>	<p>Learner and Parental Participation 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>Evidence to support decision to prioritise this area (include baseline measures)</p>	<p>Outcomes for Learners/School Community</p>	<p>Key Tasks</p>
<p>HMiE inspection and ensuing actions; Parental feedback: HMiE questionnaires; feedback at parental engagement events; Pupil feedback: HMiE questionnaires; learning talks; class discussions; Classroom observations and monitoring calendar; Framework for Inclusion audit and checklist; Building Capacity papers and self-evaluation.</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>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>Learner Participation Complete our action plan for the Gold Rights-Respecting Schools Award, and undertake accreditation (Leads: Mrs Kearney, Mr Templeton and the pupil Rights Group; June 2025); Stage teams to review the updated three-year curriculum cycle in June, once they know their allocated classes for session 2025-2026; opportunities for the United Nations Rights of the Child and the Global Goals will be identified and included; implement the updated cycle from August; Class charters to be revisited at the start of session in August 2025, 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 Survey parents as to which engagement events work well and which need to be adapted (Leads: Miss MacRae and Miss Tinman; June 2025); update the Parental Involvement and Engagement Strategy accordingly; Stage teams to review the updated three-year curriculum cycle in June, once they know their allocated classes for session 2025-2026; opportunities for parental engagement will be identified and included; 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); Young Digital Leaders to create blogs/videos/FAQs with tips for parents how to support at home with meta-skills, wider achievements, play pedagogy and curricular areas (Leads: Mr McIlorum and Miss Tinman; ongoing through year); Young Digital Leaders to develop guidance and workshops to support parents with use of social media and cyber safety (Lead: Mr McIlorum; Jan-Feb 2026 to link with Internet Safety Week); Implement, reflect after events or digital tips; refine as needed on an ongoing basis. Mr McIlorum to work with cluster and at authority level to develop cluster policy on mobile phones and cluster guidance on the use of social media.</p> <p>Stage teams to review the content of each ClassDojo to ensure consistency (September); refine as needed; Parental audit as to what information would be useful within each ClassDojo (Lead: Mr McIlorum; September); P1-P4 Stage teams to consider how to profile each learner’s journey within ClassDojo; P5-P7 to consider how to profile each learner’s journey within My World of Work (September); Stage teams to review content of ClassDojo and profiles across all stages for consistency and progression (January); review and refine as needed.</p>

	<p>All our learners will be supported to achieve their potential across the curriculum. 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>All learners to be supported and/or challenged appropriately to ensure they progress at the correct pace with their learning.</p> <p>Moderation activities at cluster level will ensure no loss of learning as pupils transition to high school.</p>	<p>Framework for Inclusion</p> <p>Refresher training with D&G PTs for the Framework for Inclusion on the 6 Principles of Nurture and on trauma-informed practice (August); all new staff to complete training on Adverse Childhood Experiences levels 1 and 2 (Lead: PT (Support for Learning); August-September);</p> <p>New staff to undertake training on Stages of Intervention (Lead: PT (Support for Learning); August-September);</p> <p>New staff to be supported in the setup of learning environments to meet a range of learner needs (Leads: PT (Support for Learning) and Mrs Armstrong; August-September); 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;</p> <p>Development of parental sessions with our wider partners in learning such as SALT, Autism Outreach and Occupational Therapy; aligning with our Parental Involvement and Engagement Strategy (Leads: PT (Support for Learning) and Miss MacRae; October onwards);</p> <p>Moderation of Stages of Intervention at school and cluster level to ensure accurate progression for learners moving to high school ((Lead: PT (Support for Learning); January- February).</p>
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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;	May 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; 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 the Learning and Teaching policy and to the meta-skills; Second level pupils to develop support materials for parents linking to play pedagogy, meta-skills and the Learning and Teaching policy; Young Digital Leaders to continue to support classes across the school and develop ways to support parents in our approaches and areas of the curriculum.		Continue to develop learning environments and approaches to allow all learners to achieve their potential; Refine learning environments and teaching approaches to overcome any barriers to learning; Continue to maintain a range of interventions to meet different learner needs; New staff to undertake core training to ensure a shared understanding of inclusion, learning environments and the 6 Principles of Nurture.	