

Our Leadership - strong leadership and clear communication	Teaching and Learning Together - motivating curriculum and meta-skills
<p>We are working to make sure that every adult and learner in Dalrymple PS & ECC knows who is responsible for what and what great learning looks like. This includes:</p> <ul style="list-style-type: none"> • Clear roles: staff and pupil leadership roles will be clearly defined so everyone knows who to speak to and who is leading each initiative. • Quality checks: we will have a calendar of classroom visits and feedback, so teachers can learn from one another and ensure lessons are consistently excellent. • “Excellent lessons” and pupil leadership: together with pupils we will agree what an excellent lesson looks like, and we will create more opportunities for pupils to lead groups such as JRSO, Clean Green and Digital Leaders. • Better communication: we will publish a simple communication charter, send regular digital newsletters and host open evenings/webinars to share progress and gather your feedback. <p>These actions mean your child will be taught by confident, well-supported staff and will have more chances to lead and influence their school</p>	<p>We want learning at Dalrymple to be challenging, interesting and relevant to our pupils. Our plans include:</p> <ul style="list-style-type: none"> • Curriculum review: teachers, pupils and parents will help design a new curriculum that reflects our community and ensures the right pace and challenge, especially in composite classes. • Learning quality: teachers will moderate and share good practice regularly, using data and feedback to support every child. Digital skills training and simple data dashboards will help staff plan the best next steps. • Meta-skills: we will teach meta-skills like focusing, collaborating, curiosity and creativity in every class and help children track their progress through personal journals and targets. • Early years quality: in the ECC we will hold tracking meetings for Learning Journals, use an observation rubric to improve assessments, adopt a new quality framework for early years, deliver the Chatting Together language project and increase STEM activities like loose-parts play and problem-solving. • Family involvement: parents will get access to online portfolios, simplified “I can ...” statements and workshops to understand what being on track looks like and how to support learning at home. <p>This priority ensures your child experiences exciting lessons, learns important life skills and benefits from high-quality assessment and planning from nursery to P7</p>
Our wellbeing and belonging – safe, nurturing and inclusive school	Our Attainment, Destinations and Achievements – raising attainment and celebrating success
<p>Your child's wellbeing is at the heart of our work. We want every child to feel safe, included and able to thrive. We will:</p> <ul style="list-style-type: none"> • Strengthen safeguarding: update our child protection policy, chronologies and risk assessments, and make sure medication and accident procedures are followed every time. • Support additional needs: review personal plans regularly and involve parents in discussions so that children with additional support needs receive the right help quickly. • Improve routines: make mealtimes sociable and healthy; expand our breakfast club; and ensure children have calm, cosy spaces to rest and play. • Track wellbeing: introduce a wellbeing programme and collect data each term so we can spot and respond to any concerns. • Inclusive environments: audit classrooms and playrooms using the CIRCLE framework and 	<p>We aim for every child to achieve their best in literacy, numeracy and beyond, and to feel proud of their achievements. Key actions are:</p> <ul style="list-style-type: none"> • Data-driven improvement: we will train staff to use assessment data effectively, develop simple data dashboards and set clear class and individual attainment targets shared with families. • Targeted support: children who need extra help will receive evidence-based interventions quickly, and we will work closely with parents to support learning at home. • Ambitious targets: we will agree challenging but achievable targets for each class and child and celebrate progress widely. • Smooth transitions: we will provide enhanced transition programmes from nursery

<p>create nurturing, cosy spaces with sensory resources, while embedding the Chatting Together programme to develop language.</p> <ul style="list-style-type: none"> • Professional learning: provide training for staff on neurodevelopmental differences (NEST) so they can support children with autism, ADHD and FASD. • Parent partnership: develop a secure platform where parents can see wellbeing scores and plans; share short videos and prompts; and invite families to wellbeing meetings to co-plan support. • Keeping the Promise Award is a special programme to make sure we are doing everything we can for our care-experienced children and young people. Here's what it means for families: • Raising awareness: All adults in school, including office and support staff, will complete training on <i>The Promise</i> so they understand what it means to be a corporate parent and how to support care-experienced children • Stigma-free language: We will review policies and everyday language to ensure we use non-stigmatising, inclusive language, and we'll involve care-experienced pupils in creating a glossary • Better data, better support: We will track attendance, engagement, attainment and wellbeing for our care-experienced learners and meet termly to plan extra help. Our aim is to see improvements in attendance and achievement. <p>By focusing on wellbeing and belonging, we will create an environment where your child feels safe, respected and able to learn and play happily.</p>	<p>to P1 and P7 to secondary school, with visits, buddy systems and information sessions to ensure children and parents feel prepared.</p> <ul style="list-style-type: none"> • Wider achievements: our new digital badge system will recognise and celebrate achievements in sports, arts, leadership and citizenship; we will encourage participation in clubs and share achievements in newsletters and displays. • Early years focus: targeted literacy and numeracy sessions in the ECC, along with family learning events, will help close gaps early. • Clear communication: parents will receive easy-to-read progress dashboards and have opportunities to attend data literacy sessions, transition blogs and parent-teacher-pupil planning meetings. <p>This priority will raise attainment for all learners, close gaps, ensure smooth transitions and celebrate the many ways our children succeed.</p>
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