



Falkirk Council
Children's Services

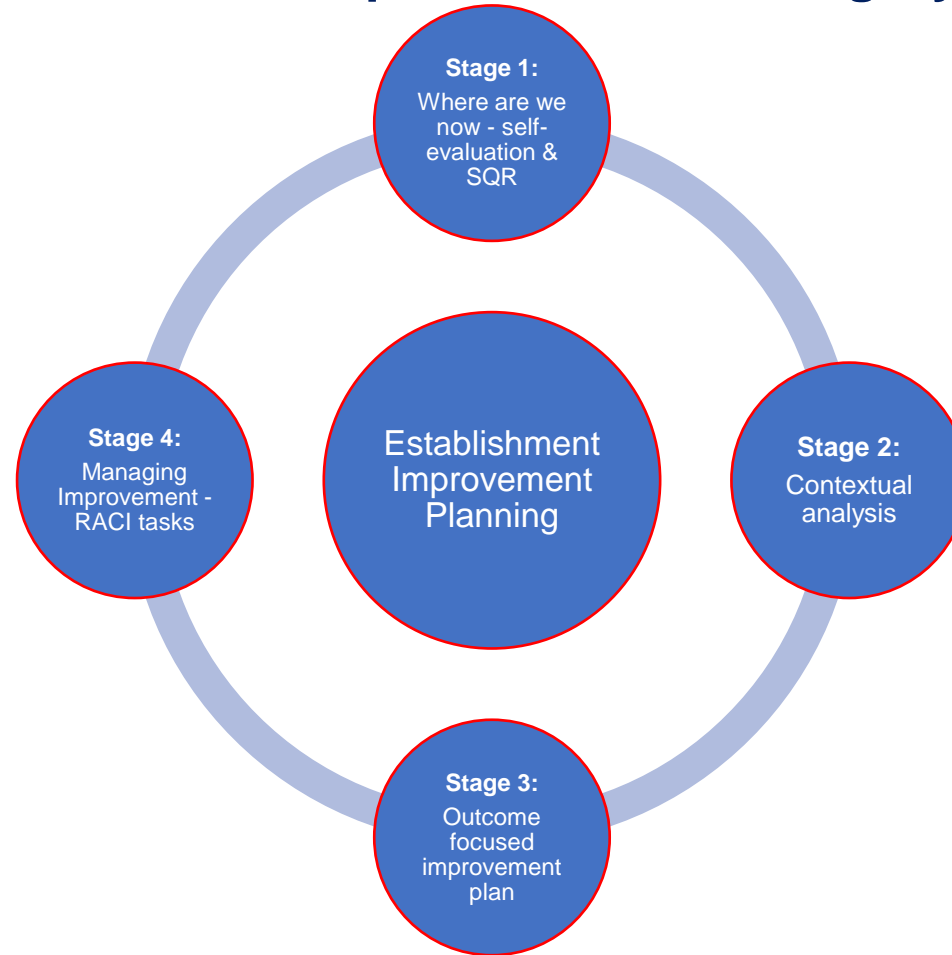


Easter Carmuir's Primary School, ASC and Early Learning Class



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

Easter Carmuir Primary School was opened in March 1961, serving the community of Camelon (West). An Enhanced Provision (2 classes) to support pupils with various needs affecting their learning opened in 2000. An ELC (nursery) was established as part of our education setting in April 2002 and then an Additional Support and Communication base (ASC) was opened in our school in August 2018. We have 176 pupils within our school (including 17 EP pupils and 12 ASC pupils) and 43 ELC children.

We are surrounded by housing and a local park with walk ways to the Falkirk Wheel and the Forth and Clyde Canal.

The surrounding area is mainly residential with businesses located on the nearby Glasgow Road. These businesses include various supermarkets, various car garages and food outlets. There is a small convenience store and a post office within a short walking distance from Easter Carmuir.

Attendance and Exclusion

Annual School Attendance

Year	Easter Carmuir	Falkirk Council Average
Session 17/18	92.8%	94.4%
Session 18/19	92.1%	94.4%
Session 19/20	93.3%	93.9%
Session 20/21	92.5%	95%
Session 21/22	89.2%	91.7%
Session 22/23	86%	92.65
Session 23/24	90.5%	93.2%

Easter Carmuir Primary School currently has the 3rd highest pupil absence rate across all Falkirk Council primary schools. Attendance trends over the past 5 years indicate poor attendance below 95% as an ongoing issue.

We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families' context and any barriers to attendance.

Our Class Teachers and Senior Leadership Team follow up where any issues are unresolved to try

Progress and Attainment

Curriculum for Excellence Attainment 23-24

Scottish Government and Falkirk Council expect 85% of pupils attaining or above

This data is from all of our pupils, including those on Falkirk Council's Staged Intervention 3 and 4

* Neighbourhood refers to 8 Falkirk Council primary schools, including Easter Carmuir, who all have similar SIMD demographics

** Falkirk refers to all primary schools within Falkirk Council

		Reading			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuir		63%	73%	88%	81%
*Neighbourhood		70%	79%	79%	
** Falkirk	P1	80%	83%	83%	
Easter Carmuir		67%	73%	78%	65%
Neighbourhood		66%	58%	75%	
Falkirk	P4	75%	78%	80%	
Easter Carmuir		91%	76%	89%	68%
Neighbourhood		69%	72%	78%	
Falkirk	P7	76%	81%	83%	
Easter Carmuir		73%	74%	84%	71%
Neighbourhood	Combined	70%	69%	77%	
Falkirk	P1/4/7	77%	81%	82%	

The main asset in our school is our community and we are very lucky to have such an active and supportive one.

We will continue to support and be involved in community events through Our Place Camelon and Tamfourhill and the newly formed community council.

Our community is rich in history from the Romans to modern day tourism. We will be looking to ensure that our curriculum reflects this and that our children are proud of the community they live in.

Our community is an area of consistent low employment rates as well as high socio-economic factors such as rising poverty, poor housing and lack of local support resources (this affects ease of accessibility of services).

We receive £80,850 Pupil Equity Funding which we allocate towards interventions that will address poverty related issues and close the attainment gap between the most and least deprived learners.

SIMD

- 60% of our pupils are in SIMD 1 & 2
- 33% of our pupils are in SIMD 3 & 4
- 5% of our pupils are in SIMD 5 & 6
- 1% of our pupils are in SIMD 9

Children above SIMD are all placing requests into the school or Enrichment (EP/ASC) pupils. They do not live in our school catchment.

42% of our learners have free school meals (P6-7)

Additional Support Needs

- 56% of our learners have Additional Support Needs;
- Falkirk Council's Staged Intervention Stage 4 – 7%
Falkirk Council's Staged Intervention Stage 3 – 13%

ensure the removal of any barriers of attendance and signpost to any further supports that could help.

We used Pupil Equity Funding to secure a portion of an Education Welfare Officer to engage with families around barriers to attendance and to support conversations around the importance of attending school. This intervention will continue next session.

Exclusions 23-24

session	Number of exclusions	Number of different pupils excluded
2020/21	1	1
2021/22	8	5
2022/23	3	2
2023/24	4	4

These figures show that exclusions have increased by one this session. In all cases extensive support and planning has been prioritised to ensure positive outcomes and a reduction in future incidents, including partnership with Family Support Services. The last exclusion took place in September 2023.

Our Class Teachers, Support for Learning Assistants and Senior Leadership Team maintain direct, supportive contact with families of identified children. This is done in a variety of ways such as phone calls, meetings, messages or email. Families are also signposted to support services to ensure positive engagement in all areas for the young person and their family.

Pupils, families, staff and partners have told us through their feedback that the positive ethos and engagement across the school has improved greatly over this session. Pupils feel safe and secure in their

		Writing			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuirns		59%	73%	88%	81%
*Neighbourhood		62%	74%	76%	
** Falkirk	P1	79%	82%	81%	
Easter Carmuirns		67%	62%	81%	68%
Neighbourhood		54%	54%	70%	
Falkirk	P4	70%	74%	76%	
Easter Carmuirns		77%	76%	86%	68%
Neighbourhood		62%	68%	71%	
Falkirk	P7	72%	77%	79%	
Easter Carmuirns		67%	70%	84%	72%
Neighbourhood	Combined	62%	65%	73%	
Falkirk	P1/4/7	73%	77%	79%	

		Listening & Talking			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuirns		63%	77%	92%	86%
*Neighbourhood		76%	82%	81%	
** Falkirk	P1	87%	88%	87%	
Easter Carmuirns		67%	69%	76%	68%
Neighbourhood		73%	76%	82%	
Falkirk	P4	83%	86%	88%	
Easter Carmuirns		91%	86%	89%	74%
Neighbourhood		76%	88%	88%	
Falkirk	P7	85%	88%	89%	
Easter Carmuirns		73%	77%	84%	76%
Neighbourhood	Combined	76%	82%	84%	
Falkirk	P1/4/7	85%	87%	88%	

		Numeracy			
		2020/21	2021/22	2022/23	2023/24
Easter Carmuirns		63%	68%	92%	81%
*Neighbourhood		71%	83%	83%	
** Falkirk	P1	84%	87%	86%	
Easter Carmuirns		61%	73%	78%	68%
Neighbourhood		67%	58%	74%	
Falkirk	P4	75%	78%	81%	
Easter Carmuirns		91%	71%	89%	68%
Neighbourhood		65%	67%	77%	
Falkirk	P7	74%	78%	81%	
Easter Carmuirns		73%	71%	85%	72%
Neighbourhood	Combined	71%	69%	78%	
Falkirk	P1/4/7	78%	81%	83%	

Falkirk Council's Staged Intervention Stage 2 – 36%

Falkirk Council's ASN average is 27% which highlights the level of need within Easter Carmuir PS.

Ethnic Origin

- 6% of our learners have English as an Additional Language
- 7% of our children identify as an origin other than Scottish/British

Educational Partners

- Educational Psychology
- Speech and Language Therapy
- Hearing and Visual Impairment Service
- Inclusion and Wellbeing Service
- Rookie Minds Counselling Service
- Aberlour
- Family Support Service
- School Nursing Service
- School Counselling Service
- Go Youth
- Avon Outdoors
- Active Schools
- CAMHs

Community Partners

- Our Place Camelon and Tamfourhill
- Sustrans Scotland

classrooms and throughout the wider school and they are able to focus better on learning. All stakeholders see the high value in our relaxed entry system and whole school breakfast in the morning and the impact this has on engagement and emotional regulation for the remainder of the day.

November 23 Family feedback

7. Using the scale below, how well do the school/teacher support your child(ren)'s emotional health and well-being to overcome barriers to making progress in learning?

[More Details](#)

- Extremely well - my child(ren) h... 53
- Somewhat well - my child(ren) h... 13
- Somewhat not well - my child(re... 1
- Extremely not well - my child(re... 0



10. Using the scale below, how safe and secure do you feel your child(ren) is in school/class?

[More Details](#)

[Insights](#)

- Very safe - my child(ren)'s needs... 44
- Somewhat safe - my child(ren)'s... 20
- Somewhat unsafe - my child(ren)... 3
- Very unsafe - my child(ren)'s ne... 0



March 24 Family feedback

9. Using the scale below, how well do the school/teacher support your child(ren)'s emotional health and well-being to overcome barriers to making progress in learning?

[More Details](#)

[Insights](#)

- Extremely well - my child(ren) h... 31
- Somewhat well - my child(ren) h... 7
- Somewhat not well - my child(re... 0
- Extremely not well - my child(re... 0

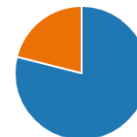


12. Using the scale below, how safe and secure do you feel your child(ren) is in school/class?

[More Details](#)

[Insights](#)

- Very safe - my child(ren)'s needs... 30
- Somewhat safe - my child(ren)'s... 8
- Somewhat unsafe - my child(ren)... 0
- Very unsafe - my child(ren)'s ne... 0


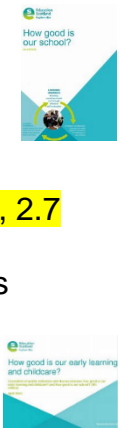



There is a drop in attainment for this sessions P1, P4 and P7 but further analysis shows that they are continuing to make good progress in line with the curve from 2021/22 session until now.

Current P4				
	21/22 - P2	22/23 - P3	23/24 - P4	Increase in % of achieving since 21/22 - 23/24
Reading	59%	62%	65%	6%
Writing	45%	69%	68%	13%
Talking and Listening	64%	66%	68%	4%
Numeracy	64%	66%	68%	4%
Current P7				
	21/22 - P5	22/23 - P6	23/24 - P7	Increase in % of achieving since 21/22 - 23/24
Reading	19%	56%	71%	52%
Writing	19%	63%	68%	49%
Talking and Listening	6%	56%	74%	68%
Numeracy	42%	50%	68%	26%

Staff participated in greater moderation and improvement science methodology around writing this session. This has enabled greater professional dialogue around what constitutes passing a level and ensuring that fair consideration is given using Falkirk Council's progression pathways and CfE benchmarks. Deeper dialogue during tracking and monitoring meetings has meant that clear action plans are developed to support any young person not on track.


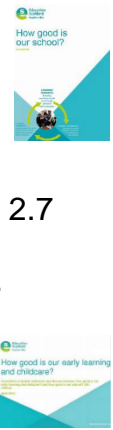

Stage 3

<p>Mainstream Setting Priority Area:</p> <p>Inclusion and Equality: Protected Groups</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p> <p>UNCRC Articles; 1, 2, 3, 4, 5, 6, 8, 12, 13, 14, 15, 17, 28, 29, 30, 36, 42</p> 
<p>What informs this priority? This is year 2 of a 3 year strategic plan</p> <p>Throughout session 22/23 there were several reported incidents relating to hate language towards protected characteristics – these reduced greatly in session 23-24 but more development work is required to further embed Inclusion and Equality of protected groups within our school ethos, vision, values and aims and curriculum.</p> <p>Feedback from pupil survey (June 2022)</p> <p>Feedback from staff survey (September 2023)</p> <p>Feedback from families survey (February 2024)</p> <p>HGIOUS?4 3.1 staff evaluation (May 2023 and May 2024)</p> <p>Staff self-evaluation – HGIOS 4? and UNCRC</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)</p>
<p>Pupils will have increased confidence in raising issues/concerns which fall under protected</p>	<p>Discussion around how to progress celebrating wider achievement in relation to equality and diversity and ways in which RRS can be made more visible across the school to support whole school ethos.</p>	<p>SLT by September 2024</p>	<p>Feedback from staff, pupils and families through needs analysis survey</p> <p>Seemis data on reportable incidents</p>

<p>characteristics and will be able to constructively challenge negative attitudes towards age, disability, sexual orientation, race, religion and/or belief.</p> <p>Families will be actively engaged in equality sessions exploring protected characteristics across the school.</p>	<p>Nursery to be included in whole school training/lessons around LGBT awareness to ensure consistency and whole school involvement and engagement.</p> <p>Develop a plan around places of worship visits (2-3 year cycles) to ensure all pupils have the opportunity to experience and visit different places of worship.</p> <p>Consolidate work around Silver Award for RRS and start to work towards Gold award. Embed awareness and understanding of UNCRC across all aspects of our setting.</p> <p>Explore other books/resources which would support and enhance equality and diversity library.</p> <p>Continue to work with parents/carers around 9 protected characteristics and support their understanding in supporting their children with the learning taking place in school.</p> <p>Revisit Falkirk Council's Equality and Inclusion guidance for the schools to ensure consistent approach across school and expectations from staff in addressing concerns around the 9 protected characteristics. (Relationships/Anti Bullying Policy).</p> <p>Continue to develop and update equality and diversity calendar for the year- taking in to account feedback from staff/parents/pupils.</p> <p>Further develop work and awareness around ASN within our school to ensure pupils have an understanding of the diverse range of needs in their class/across the school to help</p>	<p>All education practitioners by March 2024</p> <p>Inclusion and Equality Staff Leadership Group by December 2024</p> <p>RRS Champion (supported by Inclusion and Equality Staff Leadership Group) by May 2025</p> <p>Inclusion and Equality Staff Leadership Group and Inclusion and Equality pupil Leadership Group by January 2025</p> <p>SLT each month through shared stories via school social media platforms</p> <p>Inclusion and Equality Staff Leadership Group by May 2025</p> <p>Inclusion and Equality Staff Leadership Group by September 2024</p> <p>ASC PT each month through sharing via our school social media platforms</p>	<p>Attendance data around those identifying within protected characteristics</p> <p>Professional dialogue</p> <p>Engagement with partner agencies/equalities charities</p> <p>Engagement data from families around protected characteristics sharing the learning events</p>
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	<p>reduce negative attitudes/comments made to others (Whole school approach to Makaton sign of the month).</p> <p>Further develop LGBT awareness in the school by next February 2025 and support parents/carers around the work being carried out in school.</p> <p>In year 2 of the project, more work will be carried to increase teacher confidence in supporting and addressing concerns around the 9 protected characteristics and how they translate in to pupils learning across all stages.</p>	<p>Inclusion and Equality Staff Leadership Group and Inclusion and Equality pupil Leadership Group by February 2025</p> <p>Inclusion and Equality Staff Leadership Group by April 2025</p>	
<p>Ongoing evaluation/actual impact:</p>			


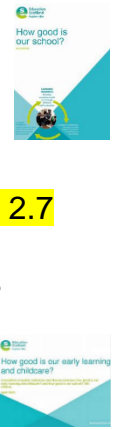

Stage 3

<p>Mainstream Setting Priority Area:</p> <p>Curriculum and Learning, Teaching and Assessment; Reading</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p> <p>UNCRC Articles: 1, 2, 3, 4, 5, 6, 12, 13, 14, 17, 28, 29, 42</p> 
<p>What informs this priority? This is year 2 of a 3 year strategic plan</p> <p>Feedback from pupil survey (November 2023) Feedback from staff survey (October 2023) Feedback from families survey (February 2024) HGIOUS?4 3.1 staff evaluation (May 2023 and May 2024) Attainment data analysis of CfE levels Staff self-evaluation – HGIOS 4? and UNCRC</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)</p>
<p>All pupils will access high quality reading experiences within their classroom.</p>	<p>Reading Staff Leadership Group will deliver staff sessions around the use the Literacy and English Experiences and Outcomes, our Falkirk Literacy Progression Pathway and the Benchmarks to plan, deliver engaging and challenging reading sessions (3x CAT sessions)</p>	<p>Reading Staff Leadership Group by March 2025</p>	<p>Planning and tracking meetings</p> <p>Pupil learning conversations</p> <p>Moderation/Quality assurance of planning</p>

<p>All learners will experience a clear, coherent and progressive curriculum (consistent with the 7 principles of curriculum design)</p> <p>All staff will display an increase in knowledge and understanding of how a reader develops from Early Level to Third Level.</p> <p>All staff will evidence an increase in their pedagogical, knowledge skill and confidence</p> <p>All pupils will have the opportunity to co-create and design a high quality reading environment in their classrooms and throughout the school</p>	<p>There will be a shared understanding of what high quality learning and teaching looks like at each stage and what the benchmarks are for each of these stages through staff information sessions (1x CAT) and classroom observations (peer and SLT).</p> <p>All staff will access highly quality CLPL in Reading. CLPL Programme to be tailored in line data from reading self-evaluation survey. Existing elements of good practice to be identified and built upon. External support and expertise to be identified (Yvonne Manning and Yvonne McBlain).</p> <p>Through self-evaluation pupils and staff will work together to develop their classroom reading environment. (template from Scottish Book Trust may be helpful)</p> <p>There will be focused work on establishing an agreed evidence base for making teaching judgements in reading – Reading Pressure Points.</p> <p>School library to be reset and relaunched.</p>	<p>Reading Staff Leadership Group and SLT by May 2025</p> <p>Reading Staff Leadership Group and SLT by March 2025</p> <p>Reading Staff Leadership Group and Reading Pupil Leadership Group by December 2024</p> <p>Reading Staff Leadership Group and SLT by May 2025</p> <p>Reading Staff Leadership Group and Reading Pupil Leadership Group by October 2024</p>	<p>Observations/learning walks/Lesson Study Model possible through use of digital technology</p> <p>Staff self-evaluation survey – pre/post data</p> <p>Staff sway impact presentations</p> <p>Pre-post pupil survey data</p> <p>Pre-post classroom audit</p> <p>Planning and tracking meetings</p> <p>Moderation of teacher judgements</p>
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<p>Whole school shared reading culture target to be added (LW) – Yvonne Manning has also highlighted Scottish Book Trust Templates</p> <p>There will be an accurate reading learning profile for all children across the school with clear understanding of their reading skills and areas for development.</p>			
<p>Ongoing evaluation/actual impact:</p>			

Stage 3

<p>Mainstream Setting Priority Area:</p> <p>Inclusion and Equality:</p> <p>Attendance</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p> <p>UNCRC Articles: 1, 2, 3, 4, 5, 6, 12, 18, 19, 28, 29, 42</p> 
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What informs this priority? This is year 2 of a 3 year strategic plan

Year	Easter Carmuir	Falkirk Council Average	Year	Easter Carmuir	Falkirk Council Average
Session 17/18	92.8%	94.4%	Session 21/22	89.2%	91.7%
Session 18/19	92.1%	94.4%	Session 22/23	86%	92.65
Session 19/20	93.3%	93.9%	Session 23/24	90.5%	93.2%
Session 20/21	92.5%	95%			


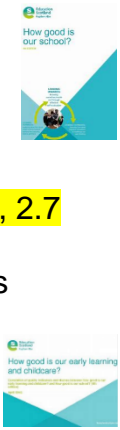

Easter Carmuir PS has the 3rd highest absence rates in Falkirk Council in Session 23/24

Staff self-evaluation – HGIOS 4? and UNCRC

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
<p>Pupils with absence rates between 80-89% will have increased attendance of 90% and above by June 2025</p>	<p>Inclusion Support Officer appointed (PEF and Falkirk Council SEF commitment) will directly support pupils and families identified to highlight the impact of non-attendance and to seek out reasons why they're not attending.</p>	<p>Head Teacher and Inclusion Support Officer by June 2025</p>	<p>Baseline survey/feedback from identified families and comparison in May 2024 and May 2025</p> <p>School attendance data – individual, yearly and monthly</p>

<p>Common themes around barriers to attendance at Easter Carmuir's will be identified and solutions put in place and/or referrals to partner agencies</p> <p>Majority of pupils will have attendance of 90% or above by June 2025</p> <p>Attendance data shared monthly with families and clarity around negative impact of poor sleep/diet and high levels of screen time on attendance/lateness</p>	<p>ISO will seek to overcome barriers with specific supports/signposting. ISO will have weekly contact with families.</p> <p>Inclusion Support Officer and Senior Leadership Team will analyse data gathered by ISO around barriers to attendance at Easter Carmuir's. Any common themes will be addressed with solutions to ensure attendance is easier for pupils and families are supported.</p> <p>Monthly attendance certificates sent to all families acknowledging actual attendance letter and then recognising 95-100% attendance and improved attendance. Direct links made to poor attendance and poorer positive destinations.</p> <p>Information shared with all families around negative impact of poor sleep, poor diet/energy drinks and high levels of screen time. Support from Public Health around Health messages.</p>	<p>Inclusion Support Officer and SLT by end of September 2024, November 2024, February 2025 and May 2025</p> <p>Head Teacher and clerical end of every month until June 2025</p> <p>Head Teacher once a term until June 2025</p>	<p>Neighbourhood Group and Local Authority attendance data for comparison</p> <p>Engagement data from Inclusion Support Officer for each family they support with direct outcomes</p>
<p>Ongoing evaluation/actual impact:</p>			


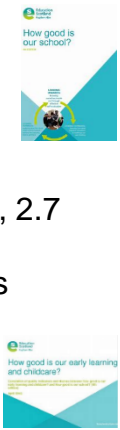

Stage 3

<p>Enrichment Setting Priority Area:</p> <p>Inclusion and Equality: Meeting the needs of learners with complex ASN</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p> <p>UNCRC Articles: 1, 2, 3, 4, 5, 6, 12, 15, 17, 23, 28, 29, 31, 42</p> 
<p>What informs this priority? This is year 2 of a 3 year strategic plan</p> <p>Feedback from March 2023 Thematic Review from Falkirk Council</p> <p>SCERTS Authority roll out</p> <p>Staff self-evaluation – HGIOS 4? and UNCRC</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>
<p>Continue development of a curriculum rationale to ensure communication is centre point.</p> <p>Further develop monitoring and evaluation of</p>	<p>Describe where curriculum needs to be specialised:</p> <ul style="list-style-type: none"> ▪ wellbeing ▪ language development ▪ communication development ▪ emotional development ▪ emotional regulation ▪ emotional literacy ▪ verbal language ▪ non-verbal language 	<p>August to December 2024</p> <p>Overall responsibility- KS</p> <p>Devolved responsibility- GWM</p>	<p>Development of a sustainable but purposeful curriculum which support young people's communication needs coupled with sensory development.</p> <p>Development of a daily planning model which aids progression but support pace and challenge. A document which has clear purpose and maps young people's achievement through form 4 documentation.</p>

<p>Learning and teaching in line with total communication environment</p> <p>Continue development of well-being and the promotion of inclusive environment throughout Stage 3 and Stage 4 Provisions</p>	<ul style="list-style-type: none"> ▪ pragmatics ▪ play ▪ neuro motor development <p>LEARNING TEACHING + ASSESSMENT</p> <ul style="list-style-type: none"> ▪ learning and engagement ▪ quality of teaching ▪ effective use of assessment planning, tracking and monitoring ▪ thematic classroom visits both peer and SLT ▪ introduction of high level daily planning to ensure progression and achievement. <p>Staff to implement a range of assessment tools and programmes to ensure provision of high quality information to promote pupils wellbeing</p> <ul style="list-style-type: none"> ▪ girfec / my world triangle ▪ nurture principals ▪ pragmatics profile / scerts ▪ boxall profile ▪ use of guidelines <p>DEVELOP HIGH QUALITY FORM 4S</p> <ul style="list-style-type: none"> ▪ quality assessment to develop in depth information for pupil profile ▪ pupil friendly individualised targets showing progression through linear and lateral learning ▪ collation of achievement information at individual level <p>PROMOTION OF:</p> <ul style="list-style-type: none"> ▪ the involvement of pupils, parents and staff in the life of the school. *** ▪ supportive and pragmatic parental partnership ▪ liaison programme within mainstream colleagues re inclusion 	<p>August 2024 to March 2025</p> <p>Overall responsibility- KS Devolved responsibility- GWM</p> <p>August 2024 to May 2025</p> <p>Overall responsibility- KS Devolved responsibility-GWM,DC,CP RA and LN</p>	<p>Data impact: medium to long term</p> <p>The development of observation calendar to support high quality learning and teaching both at peer and SLT level.</p> <p>High quality critical discussion to support high quality learning and teaching.</p> <p>A developed informative evaluation tool to critically analyse learning experiences for young people.</p> <p>Data impact: Long term</p> <p>A comprehensive development of a SCERTS profile for every young person within our Enrichment department.</p> <p>A full communication profile unique to individual pupil.</p> <p>A coherent and well documented form 4 which celebrates progress and presents pace and challenge for young person. A full timetable of inclusive opportunities for young people.</p> <p>Data impact: long term</p>
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	<ul style="list-style-type: none">▪ an equitable approach to inclusion		
Ongoing evaluation/actual impact:			

Stage 3

<p>ELC Setting Priority Area:</p> <p>Planning and Assessment</p>	<p>School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/Carer involvement and engagement</p> <p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Curriculum</p> <p>Learning and Teaching</p> <p>Inclusion and Equality</p> <p>Assessment</p> <p>UNCRC Articles: 1, 2, 3, 4, 6, 28, 31</p> 
<p>What informs this priority? This is year 2 of a 3 year strategic plan</p> <p>Feedback from March 2023 Thematic Review from Falkirk Council and further support from Falkirk Council ELC Team SCERTS Authority roll out Staff self-evaluation – HGIOELC? and UNCRC indicators</p>			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>
<p>Review planning format and planning cycle/procedures to ensure consistent, streamlined approaches</p> <p>Link planning cycle to Falkirk Council Progression and</p>	<p>Establish new planning documentation</p> <p>Staff training on use of planning documentation to ensure high quality experiences and opportunities for children</p> <p>Establish new tracking, assessment and intervention spreadsheet to monitor impact of interventions on progression.</p>	<p>SEYO – by October 2024</p> <p>SEYO and DHT – by May 2025</p> <p>SEYO and DHT – by December 2024</p>	<p>Learning and Adventure book quality assurance procedures</p> <p>GIRFEC paperwork review (focus on Form 4 review)</p> <p>Observation of practitioners</p> <p>Environmental audit</p>

<p>Assessment Framework to ensure</p>	<p>Observation of practitioner practice on the floor</p> <p>Quality Assurance of Learning and Adventure books – practitioner’s observations of significant learning</p> <p>Ensure that GIRFEC targets are included into planning sheets so all practitioners are aware of progression needs and how best to support them</p> <p>Review current ELC planning guidance and update to ensure new plans and progression and assessment framework are included</p>	<p>SEYO and DHT – October 2024, January 2025 and May 2025</p> <p>SEYO and DHT – September 2024, November 2024 and March 2025</p> <p>SEYO – by November 2024</p> <p>SEYO – by October 2024</p>	<p>Planning cycle and progression and assessment tracking</p> <p>Reviewed planning guidance</p> <p>Tracking and monitoring of children’s progression</p>
<p>Ongoing evaluation/actual impact:</p>			