**Balmullo Primary School - Session 2025-2026 Improvement Plan**

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| **Education Directorate Improvement Plan:** Achievement | |

**Focused Priority:**
- ✓ **Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on for all staff on the use of digital technology.**
- ✓ **To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.**

| **HGIOS4 Quality Indicators** | |
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| 1.3 Leadership of Change<br>2.2 Curriculum<br>2.3 Learning, Teaching and Assessment<br>2.4 Personalised Support<br>2.6 Transition<br>3.2 Raising Attainment and achievement<br>3.3 Increasing creativity and employability | |

| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success** *(Triangulation of Evidence/QI Methodology)* | **Timescales** |
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| All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools.<br><br>Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment, leading to improved outcomes for all children. | **Professional Learning Activity**<br>As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.<br><br>All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills.<br><br>**Enhancing learners' experiences** | Led by ESO's, Digital PT's<br><br><br><br>All staff | **Data**<br>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum<br>Analysis of CFE and BASE/NSA data<br>Analysis of data for identified cohorts e.g. SIMD ASN, EAL, LAC, AF etc<br><br>**People's Views**<br>Staff views on use of digital technology to enhance learning.<br>Self-evaluation (2.3) on strengths and next steps. | **Staff Training Sessions**<br>14/11/25 – 1.30 to 3pm<br>13/01/26 – 3.45 to 4.45pm<br>27/01/25 – 3.45 to 4.45pm<br>03/03/25 – 3.45 to 4.45pm<br>26/05/25 – 3.45 to 4.45pm |

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| Children/young people in P6 and P7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.<br><br>All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.<br><br>Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum. | Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs.<br>Enable all staff to use digital tools to make learning and teaching more engaging.<br><br>Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence.<br><br>Staff will ensure they are able to always demonstrate safe and responsible use of digital skills<br><br>**Learning, Teaching and Assessment**<br>Teachers will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways.<br><br>Teachers will use a range of digital tools to create and share explanations and to model learning processes.<br><br>Planning for key learning to be shared via digital platforms to support P6 and P7 children to access during and outside of lessons.<br><br>Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace.<br><br>Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria. | Led by ESO's, Digital PT's<br><br><br><br><br><br><br><br><br><br><br><br>All Staff | Staff professional dialogue with school/cluster colleagues.<br><br>Feeback from Professional Learning activity.<br><br>Parent/carer views on children's experiences.<br><br>Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.<br><br>**Observations**<br>Forward planning documentation.<br><br>Classroom observations (x2) linked to the use of digital technology to enhance learning, teaching and assessment.<br><br>Focus for LP – analysis of learning experiences through the use of technology. | <br><br><br><br><br><br><br><br><br><br>Termly |

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| | **Assessment and Feedback**<br>All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children.<br><br>Development of Digital Portfolios to showcase learning over time using Showbie.<br><br>Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning. | HT<br>All staff | | |
| | **Curriculum Rationale**<br>Our Curriculum Rationale will be updated so that it reflects the experiences all children have across the school in relation to the use of digital technology. | HT | | |

**Ongoing Evaluation**

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**Balmullo Primary School – Session 2025-2026 Improvement Plan**

| Education Directorate Improvement Plan: Achievement | |
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| **Focused Priority:** <br> ✓ **Support and enhance the consistent delivery of high-quality learning, teaching and assessment of Reading leading to improved outcomes for children.** | |
| **HGIOS4 Quality Indicators** | |
| 1.3 Leadership of Change <br> 2.2 Curriculum <br> 2.3 Learning, Teaching and Assessment <br> 2.4 Personalised Support <br> 2.6 Transition <br> 3.2 Raising Attainment and achievement | |

| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success *(Triangulation of Evidence/QI Methodology)* | Timescales |
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| All children will experience improved engagement and motivation to read and be skilled in the consistent use of reading skills/strategies to support their understanding <br><br> Through professional learning all staff will enhance their skills in the planning and delivery of high-quality learning, teaching and assessment of reading, leading to improved outcomes for all children. <br><br><br> All staff will increase their knowledge of how to personalise learning to meet the needs of all | **Professional Learning Activity** <br> As part of the agreed WTA collegiate sessions, staff will engage in professional learning on The Science of Reading and understanding of the alphabetic code to enhance the quality of learning, teaching and assessment <br> Improving early reading acquisition and development – LALco <br><br> All staff will have the opportunity to upskill their knowledge through self-led professional learning – Fife Literacy Blog, Dyslexia Scotland, Education Scotland, EEF <br> Resources for teachers – Literacy Lab <br><br> Looking outwards – opportunities to visit other schools to observe good practice. For example, links with HS to observe S1 English class – RUAE input | All staff <br><br><br><br><br><br><br><br><br><br> All Staff | **Data** <br> Analysis of attainment data in Reading <br> Analysis of CFE and BASE/NSA data <br> Analysis of data for identified cohorts e.g. ASN <br><br> **People's Views** <br> Staff views on Fife Reading Assessment Pack to support and deliver quality teaching, learning and assessment <br><br> Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues. PRD meetings | INSET DAY 1/2 <br><br> INSET DAY 4 <br><br> INSET DAY 5 <br><br><br><br><br> Termly FP/SfL Meetings |

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| children/young people at universal, additional and intensive levels. | **Enhancing learners' experiences** Identify pupils who are off track in reading – ensure all appropriate universal and additional supports are in place. Track during FP/SfL meetings. Additional monitoring/tracking of identified pupils. | All Staff | Feeback from Professional Learning activities (Collegiate Sessions), good practice visits | Ongoing throughout session |
| | | | Parent/carer views on children's experiences. | Parent/Teacher Meetings (Term 1 and Term 3) |
| | Jolly Phonics resource explicitly taught in a consistent approach to establish a solid understanding of phonics | WMcP/LT | | |
| Learners in P1/P2 and P3 will be more confident, engaged and motivated in their learning and application of phonics | | | Children's views gathered through class groups and pupil focus groups on their reading experience and progress | Termly |
| | Planned professional learning to upskills all staff on the use of Clicker (Link with Transforming Learning Priority) | All Staff | | |
| | Develop positive reading culture through class libraries, display, daily reading opportunities, peer reading, quality shared texts Leading on Reading for Pleasure | | Forward planning, tracking and assessment documentation. | Termly |
| | Reading School accreditation programme Reading For Pleasure - Accreditation Programme - Reading Schools | | Reading Records – feedback, next steps, pace | Termly |
| | | | Classroom observations (x2) linked to learning, teaching and assessment of reading | Term 1 and Term 3 |
| | **Learning, Teaching and Assessment** All staff plan, teach, track and assess regular reading inputs, ensuring appropriate pace and challenge Planned explicit teaching of reading skills and strategies – modelling, quality feedback/next steps to develop/secure reading comprehension Reading comprehension strategies | EEF | | Focus for LP – analysis of reading experiences – Class Observation (1) | Term 2 |
| | Create a 'Reading Session WAGOLL' to ensure consistency and progression Opportunities planned for linking of reading and writing genre | All Staff | | |

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| Parents feel empowered and confident in supporting their child with reading | **Assessment and Feedback**<br>Use assessment materials (Fife Literacy Blog) to track progress and plan next steps<br><br>**Parental Engagement**<br>Create planned opportunities with parents to develop reading knowledge and ensure they can confidently support children with their reading – skills, strategies, fluency and understanding | | | |

**Ongoing Evaluation**

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| Education Directorate Improvement Plan: Achievement |
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**NURSERY Focused Priority:**

✓ We wish to develop our spaces, experiences and interactions to enhance early reading

|  | **Quality Improvement Framework Quality Indicators**<br>• Leadership<br>• Children thrive and develop in quality spaces<br>• Children play, learn and develop<br>• Children are supported to achieve |
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| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**<br>*(Triangulation of Evidence/QI Methodology)* | **Timescales** |
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| All children will experience improved engagement with a range of reading material<br><br><br>Through professional learning all staff will enhance their skills in the planning and delivery of high-quality reading experiences leading to improved outcomes for all children – early communication and language<br><br><br>Families will feel empowered and confident in supporting their child with reading experiences | Conduct a literacy audit of our environment to ensure a diverse range of genre, reading materials in all core provision areas<br><br>Staff Survey to gauge confidence levels in the delivery of early communication and language development skills<br><br>Families Survey to gauge confidence levels in the delivery of early communication and language development skills<br><br>Staff will engage in professional learning to develop skills to improve interactions through questioning and commenting; develop language opportunities and use of 'wow' words, knowledge of genres and ways to support comprehension<br>SEIC-–-Supporting-Early-Literacy-Learning-Development.pdf | All staff<br><br><br>All staff (CH to devise)<br><br><br>All staff (CH to devise)<br><br><br>All staff | **Data**<br>Analysis of attainment data - BASE 2024/25 and compare BASE 2025/2026 and eLips<br><br><br>**People's Views**<br><br>Staff professional dialogue PRD meetings<br><br>Feeback from Professional Learning activities and good practice visits<br><br>Family views on children's experiences. | |

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| | getting-ready-to-read.pdf<br><br>Learning to read in the early years \| Resources \| Education Scotland<br><br>*Resources to support questioning skills can be found in the Nursery Folder (Server) under pre-reading skills*<br><br>Using audit and survey results to develop and enhance<br>• the role of speech and language champions<br>• learning conversations to identify gaps in early communication and language<br>• quality higher order questioning<br>• the art of storytelling<br>• the range of genre available<br><br>Gather children's views on listening to stories, storybooks and different types of texts<br><br>Host an Open Afternoon and showcase good practice to other practitioners. Request feedback to evidence and further develop our improvement priority<br><br>Looking outwards – opportunities to visit other ELC to observe good practice. | <br><br><br><br><br><br><br><br><br>KS/JR/CH<br><br>CH/All staff<br>All staff<br>All staff<br>All staff<br><br>All staff<br><br><br>All staff | Children's views gathered within the nursery<br><br>planning, tracking and assessment documentation.<br><br>Quality observations recorded in PLJs<br><br>Small test of change carried out by CH linked to early communication and language | |

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**Ongoing Evaluation**

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