Canongate Primary School & Nursery Improvement Plan
25-26

Canongate

Ambition   Equity

Kindness   Respect

The Gate To A Great Future
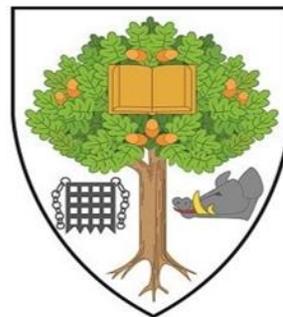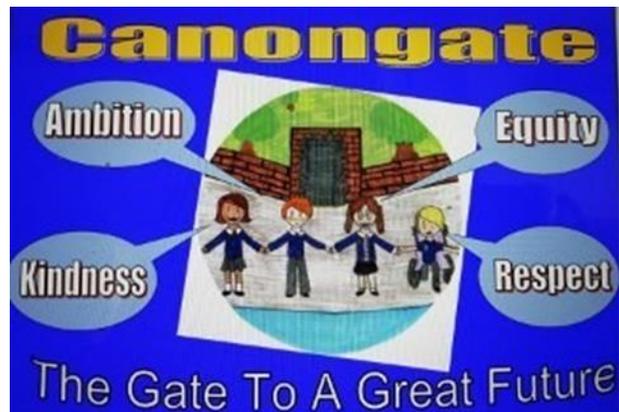
Education Directorate Improvement Plan: Equality & Equity/Achievement/

Focused Priority (1):
- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning 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 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability	**Quality Framework**

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
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. 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** - 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. - 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 - Ensure that opportunities for staff reflection is built in. **Enhancing learners' experiences**	Led by ESO's, Digital PT's All staff – Led by Elizabeth Coe (Digital Learning Champion) with support from Canongate DLC, Fiona Mason.	**Data** Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc Analysis of Leuvans, GWMT, **People's Views** Staff views on use of digital technology to	Nov In Service Hour One PL (PM) 3rd Dec Hour 2 PL Jan 14 Hour 3 PL Feb In Service – with cluster for initial support / sharing-input from ESOs Feb In Service Cluster In Service training.

Children/young people In P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work. 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. 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. • Enable all staff to use digital tools to make learning and teaching more engaging. • Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. • Staff will ensure they are able to always demonstrate safe and responsible use of digital. **Learning, Teaching and Assessment** • Teachers will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways. • Teachers will use a range of digital tools to create and share explanations and to model learning processes. • Planning for key learning to be shared via digital platforms to support P6/7 children/young people to access during and outside of lessons. • 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. • 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. **Assessment and Feedback** • All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children.	Led by ESO's, Digital PT's Led by SLT All staff Led by SLT All staff	enhance learning and teaching. Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues. Feeback from Professional Learning activity. Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences. **Observations** Forward planning documentation. Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment. Children in P6-7 will be able to demonstrate how use of i pad has supported their learning.	11 March Hour 4 PL 20 March Hour 5 10 June Cluster Showcase

			Focus for LP – analysis of learning experiences through the use of technology. (this may be too early)	
	• Development of Digital Portfolios to showcase learning over time using Showbie. • Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning. **Curriculum Rationale** • Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the use of digital technology.			

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

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Education Directorate Improvement Plan: Achievement

Focused Priority (2):
- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.
- Ensure metaskills are part of planning across the curriculum and are visual and known to all.

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales

			Data	
All children will experience planned, progressive learning experiences across the broad general education. All staff will enhance their assessment skills through planned assessment and moderation activity; this will ensure all children are making progress across all areas of the curriculum All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education. Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can	**Professional Learning Activity** • As part of collegiate sessions staff will engage in professional dialogue on assessment of all/identified areas of the curriculum e.g. numeracy, science and art • All staff will use CfE benchmarks for identified/all curriculum areas to engage in moderation activity linked to e.g numeracy, science and art **Forward Planning** • All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. • Attainment and Forward Planning dialogues will support assessment within areas linked to assessment evidence which informs professional judgements. • Staff will develop confidence in planning for assessment. • Pupils / staff will be confident in assessing and explaining metaskills and how these are important for life skills/ world of work.. **Tracking & Monitoring** • All staff in liaison with SLT will further develop their working knowledge of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children. **Learning, teaching and assessment** • Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas . • Possibly pupil led sessions – using vocabulary taught. **Curriculum Rationale** • Our Curriculum Rationale will be further developed to ensure that this is reflective of the	Led by DHT All staff ART – KN (Canongate) Sciences – all staff – led by Numeracy link – Holly Birse Led by HT All staff Holly Birse to look outwards on how some schools have linked metaskills to play progression Led by SLT All staff	**Data** Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA/eLIPS data Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, AF etc **People's Views** Teacher professional dialogue with SLT at FP & Attainment Meetings Feeback from moderation activity Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum **Observations** Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas Classroom observations linked to identified areas of the curriculum (QA calendar) Focus for LP – analysis of data, learning experiences across the curriculum/identified area of	October 2025 December 2025 October 2025 September 2025 November 2025 January 2026 April 2026 February 2026 September 2025 November 2025

support children in their learning across the curriculum	experiences all children are experiencing across the school in relation to the BGE.	Class Teachers (with Canongate Staff)	curriculum, parent/pupil views of the delivery of the curriculum Children will be able to articulate skills and techniques used in art.	February 2026 May 2026
Ongoinf Evaluation				

Education Directorate Improvement Plan: Achievement

Focused Priority (3): • Develop oracy in numeracy to allow pupils to articulate mathematical thinking, reason logically and engage in mathematical discussions. • Extend the use of manipulatives in numeracy as a tool for talk to allow pupils to organise thinking, structure talk and bridge the gap between concrete and abstract concepts. • Develop effective feedback in numeracy with the use of assessment grids.

HGIOS4 Quality Indicators	**HGIOELC Quality Indicators**
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement	

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
All children will experience planned, progressive learning experiences in numeracy which provide the opportunity to demonstrate oracy and use manipulatives. All teaching staff will enhance their assessment skills	**Professional Learning Activities:** As part of collegiate sessions staff will engage in professional development using 'Numicon Essentials'. All staff will engage in professional development in 'Oracy'. **Forward Planning:**	Led by DHT Lynne Beckett All staff: Class Teachers PSAs	**Data** Analysis of attainment data in Numeracy. Analysis of CFE and BASE/NSA/eLIPS data Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, AF etc. **People's Views** Teacher professional dialogue with SLT at Pace and Progress Meetings. Feeback from moderation activities.	Curriculum Development Sessions August – October 2025. Pupil Voice September/ November/ Feb 2025/26.

through planned assessment and moderation activities in numeracy. All children will benefit from robust assessment and feedback expectations in numeracy. Through planned opportunities with parents/carers, knowledge of oracy, manipulatives and feedback in numeracy will be developed. This will ensure they can support children in their learning in numeracy.	All staff will use new Fife NMM progression overview to identify Tier 2 and Tier 3 numeracy vocabulary to use with learners. **Learning, Teaching and Assessment:** Staff supported to develop new LI/SC assessment grids in each aspect of numeracy curriculum aligned to RU. Development of new numeracy assessment policy? All learners experience using manipulatives as a universal strategy to enhance understanding of processes. Mathematical talk routines will be established using 'Numicon Essentials' software. Mathematical vocabulary will be modelled by all staff. Specific skills in exploratory talk are taught; reasoning, justifying, systematic thinking. **Parental Engagement:** Parent/carer workshops/open mornings – sharing learning in oracy, manipulatives and feedback.		Parent/carer views on children's experiences of oracy, manipulatives and feedback. Children's views gathered through class groups and pupil focus groups on the learning experiences in numeracy. **Observations** Jotter monitoring in numeracy. Classroom observations in numeracy focussed on oracy, manipulatives and feedback (QA calendar) Focus for LP – learning experiences in numeracy and feedback in numeracy. Parent/pupil views on the delivery of the numeracy curriculum. **Specific:** Most children will know their next steps in numeracy and be able to give examples. Most children will know their strengths in numeracy. Initial pupil voice on feedback and oracy in numeracy gathered using MS Forms and pupil focus groups.	Classroom Observations November 2025 and March 2026. Parent workshop November 2025.
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority 4 (ELC Specific): Next steps for learners will be developed using the 'language of learning' to ensure that we maximise opportunities for children's learning in literacy, numeracy and H&WB to be scaffolded and extended to provide effective support and challenge to children's learning.				
HGIOS4 Quality Indicators			**HGIOELC Quality Indicators/QI Framework**	
			2.2 2.3 3.2/Staff skills, Curriculum, LT & Assessment, Children's Progress (New Framework?)	
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success (Triangulation of Evidence/QI Methodology) Timescales**	**Timescales**
All children will be appropriately challenged through identified next steps in learning for literacy, numeracy and H&WB. Practitioners will make effective professional judgements about children's learning and progress over time using	Professional Learning All staff to complete 'Documentation of Learning' Online Module – Fife ELC including 'Reflection Form'. Nursery team to complete 'Next Steps' training from EYDO/EYPT. Assessment	Professional Learning PNT - Lead/Team - to engage with 'Documentation of Learning' online learning. EYDO/EYPT - Deliver 'Next Steps' training. Assessment	Data Analysis of attainment data in eLIPS. Analysis of data for identified cohorts; N3/N4. People's Views EYO professional dialogue with PNT/SLT during 'Learner Conversations' termly. Feeback from moderation activities. Parent/carer views on children's next steps.	Professional Learning Reflective questions in-service day in August and November (Pre and Post). ELIPS training completed August in-service day. 'Next Steps' training from EYDO during September engagement week. Microsoft Form to parents to assess pre and post development views on

observations and questioning. Practitioners will work collaboratively with parents, children and other staff to agree and share information about children's progress.	Nursery team to utilise 'Next Steps' paperwork to facilitate learning conversations and planning for learner experiences, challenge and progress. Nursery staff are using the Records of Understanding and Progression Pathways in numeracy and literacy. Nursery staff are using eLIPS data to identify next steps for learners. Intentional planning for aspects of Number & Number Processes implemented. <u>Sharing Practice</u> All nursery staff to have opportunities to share good practice/|WAGOLLS (other settings) around 'Next Steps' with team during sharing sessions. Nursery team to share examples of good practice from PLJs and DRP which highlight progress and challenge in numeracy, literacy and H&WB.	Nursery team facilitated by ,EYO Laura Boyter with support from EYDO. PNT/DHT/EYDO- Identify strands of RUs/Prog Paths to engage with. PNT alongside nursery team to populate aspects of record of understanding for numeracy/literacy. DHT/PNT - Lead new eLIPS training and support analysis. Interntional Planning in Numeracy – PNT/SLT. <u>Sharing Practice</u> Nursery Team facilitated by PNT.	Children's views on learning gathered through floor books and sharing PLJs. <u>Observations</u> PLJ moderation – Team peer evaluation/PNT&SLT evaluation. Playroom observations focussed on observations, interactions, language of learning, responsive planning and next steps (QA calendar.) SLT & EYDO Focus for LP – as above. Parent/pupil views on next steps for learners from learning conversations. <u>Specific</u> Children can talk about their learning in literacy, numeracy and H&WB in particular sharing PLJs.	next steps; October/March. Online training completed by November Inset. Use of Progression Pathways/RU training November in-service. Sharing good practice on November in-service. Review February in-service. Records of Understanding in place by end of term 2. Pupil voice gathered during PLJ sharing and conversations during playroom observations. (QA Calendar).

Ongoing Evaluation
This should be updated as part of on-going cycle of self-evaluation

Education Directorate Improvement Plan: Achievement				
Focused Priority 5 (ELC Specific): Intentional planning of the curriculum to ensure that the learning is current, dynamic and supports children to receive their entitlement to a broad and balanced curriculum.				
HGIOS4 Quality Indicators			**HGIOELC Quality Indicators/QI Framework**	
			2.2 2.3 3.2/Curriculum, LT & Assessment, Children's Progress (New Framework?)	
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success (Triangulation of Evidence/QI Methodology) Timescales**	**Timescales**
All children will have learning experiences in RME and Computing Science. Practitioners will plan progressive and well-timed experiences to support learners. Practitioners will work collaboratively with parents, children and other staff to agree an annual overview of experiences in RME.	Professional Learning All staff complete 'Intentional Planning' Online Module – Fife ELC including 'Reflection Form'. Assessment Nursery team to create an annual overview of planned experiences in RME. Nursery team to create an annual overview of planned experiences in Computing Science. Nursery staff are to consult the Progression Pathways in RME and RU/Prog Path for Computing Science.	Professional Learning PNT - Lead/Team - to engage with 'Documentation of Learning' online learning. Assessment Nursery team facilitated by EYOs Kim/Shona/Noreen (RME) with support from EYDO/PNT. Nursery team facilitated by EYOs Emma & Nicole (Computing Science) with support from EYDO/PNT.	People's Views Parent/carer views on children's experiences in RME/Computing Science. Children's views on learning gathered through floor books. Observations PLJ moderation – Team peer evaluation/PNT&SLT evaluation. Playroom observations focussed on planning, experiences, floor books and learning walls (QA calendar.) SLT & EYDO Focus for LP – as above. Specific Children can talk about their learning in literacy, numeracy and H&WB in particular sharing PLJs.	Professional Learning Reflective questions in-service day in August and November (Pre and Post). Online training completed by November Inset. Assessment Use of Progression Pathways/RU training November in-service. People's Views Microsoft Form to parents to consult on areas of RME of importance to them and their learners. Pupil voice gathered during PLJ sharing and conversations during

	Sharing Practice Nursery team to collaborate with learners to create SWAY/Floorbooks to document good practise throughout the session in RME and Computing Science to share with parents. Resources Nursery team to complete audit of resources and learning spaces to support RME and Computing Science. Resources sourced/purchased to support experiences and spaces.	PNT/DHT/EYDO- Identify strands of RUs/Prog Paths to engage with. Sharing Practice Nursery Team facilitated by PNT. EYOs Kim, Shona, Noreen in collaboration with team and PNT/SLT.		playroom observations. (QA Calendar). Sharing Practice Sharing good practice on May in-service in conjunction with creation of SWAY. Resrouces Audit completed by October break. Resources purchased by December break.
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Focused Priority 6 – PEP specific
PEP leadership and LTA

HGIOS4 Quality Indicators	
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transitions 3.2 Raising Attainment and achievement	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
Improved effectiveness in sharing and assessing pupil progress within personal learning journeys and curricular targets.	Initial input to ensure we are following advice – moderation/ meetings with Castlehill PS Staff to agree standard. Improve target observations. Establish a system to record in a manageable way to support next steps. Awaiting advice for next steps on tracking.	Lucy Jackman PT 0.5 HT Class Teachers PSAs to be included – especially in recording observations. Some of the additional hour to be used. PSAs can use additional hour for	Feedback from all staff Feedback from parents Visual supports for learners to be used to gain understanding. Activities to be included in showcase for Madras Cluster/ Waid Cluster – highlighting good practice for PEP. (Display/ video/ feedback)	Term 1- In Service Day 2 Review one – October 24. See dates as per mainstream above
Improved pedagogy to enhance learning and teaching through transforming learning.	5 PL at Madras Review 4 times a year. Support with visual supports on PLJs. (Looking outwards to other PEPS already using, sharing amongst PT network)	To include PSAS All staff – including PSAS		
Focus on motivation, differentiation and level of engagement.	Teachers to attend 4 hours of PL as per all Fife Teaching staff.		Focus for enhanced learning partnership.	Term 1 – review each term. Early visits in classes. Recording advice and how this has been taken forward. First audit term 1 – Revisit November and February.
Improved quality assurance processes.	Adapt QA calendar with PT/ SLT and teachers for best			

	practice/ monitor and support and challenge.			Teachers will need collegiate time to make changes.
Review using Circles document with a focus on physical environment, structures and Routines.	Teachers will visit each other with agreed focus for moderation.			
	Focus on indoors and outdoors to reflect on the physical environment. Regular learning walks to quality assure the environment.			
	To be a focus for classroom visits – ELP. Plan for shared classroom experiences.			