

Appendix B - Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Achievement				
Focused Priority:				
<ul style="list-style-type: none"> To develop consistent planning, assessment and pedagogical approaches within the area of writing to improve attainment for all children. 				
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. 3.2 – Raising attainment and achievement.				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Improved staff confidence, knowledge and understanding of effective learning and teaching approaches across all writing text types to ensure high-quality learning experiences for all learners.</p> <p>A review of writing progression for P1-P7 text type already in place across the school, will ensure all children experience an appropriate balance of</p>	<p>All teaching staff to participate in professional development around Fife Writing Programme led by Area PT Kevin Maitland, considering:</p> <ul style="list-style-type: none"> Learner needs Creative approaches to assessment Working with identified classes and targeted groups Modelling good practice Professional Learning Delivery Continued exploration of moderation in writing and staff confidence in declarations for tracking progress. Strategic thinking around tracking, supporting teachers at tracking meetings if required. Establish consistent school policies and ensure they are well-resourced to support challenge, 	<p>All teaching staff Area PT SLT</p> <p>All teaching staff Area PT SLT</p> <p>Literacy lead (to be determined) All teaching staff Area PT SLT</p> <p>All teaching staff</p>	<p>People's views:</p> <ul style="list-style-type: none"> Regular pupil sampling linked to learning, teaching and assessment themes - How Good is OUR School Questionnaire for staff pre and post – key themes: confidence in meeting needs of all children; pedagogy. Dialogue with staff at Tracking and Planning meetings and PL sessions. Moderation professional dialogue Professional dialogue with Area PT. <p>Quantitative data:</p> <ul style="list-style-type: none"> Improvement methodology approaches at gathering ongoing data at specific stages of P5 and P7. 	<p>PL sessions structured over terms 1 and 2, including Inset Day 2 and Inset Day 3.</p> <p>Area PT visits the school weekly across the session to allow targeted approaches and actions to be implemented.</p> <p>Tracking meetings held termly with SLT and class teachers. Area PT input.</p> <p>Staff professional development across terms 1 - 3:</p> <p>Spelling and Phonics – term 1 Grammar – term 2</p>

<p>opportunities for writing within C/E levels. All children will experience appropriate pace, challenge and support to improve spelling, handwriting and grammar skills. Through improved pedagogy and assessment, all children will receive quality feedback and be able to talk about their areas of growth within writing and clearly articulate their next steps. Raised attainment at P3, P4 and P5 by taking the 36.9% off track children down to 10% (20 out of 24 children who are off track). All children will experience appropriate scaffolding when learning and applying writing skills within each text type and experience support within the learning environment. All children who are care-experienced will be a focussed group to ensure moderation across groups, ensuring no educational disadvantage.</p> <p>Meeting learner needs in a variety of creative ways, will enable all children to produce high quality work and quantify success more easily.</p>	<p>pace and differentiation within Tools for Writing, Spelling and Phonics, Handwriting and Grammar. Introduce and establish consistent use of self and peer assessment criteria grids. Assess writing formally using Fife's assessment criteria at three points in year and link to moderation opportunities across levels. After initial work, re-evaluate targeted interventions at P3 and P5 to consider using improvement methodology from January 2025. Establish shared understanding of approaches in making the writing process more visible to children during a 4-week period text type focus, including developing high quality writing learning walls. Professional learning is undertaken by all staff to improve confidence in Clicker, Immersive Reader and Speech to Text software. Establish a Literacy Lead for the school to liaise with Area PT and support teacher development.</p>	<p>SLT Area PT All teaching staff</p> <p>Area PT All teaching staff</p> <p>SLT All teaching staff</p> <p>Area PT PLT ASIST IPT</p> <p>To be determined</p>	<ul style="list-style-type: none"> • Pupil sampling with a focus on 'Tools for Writing' skills linked to Benchmarks. • Attainment progress within termly data from Stage Tracking Overviews. • Comparison of standardised scores in spelling at beginning and end of session. • Data gathered through use of Fife's assessment criteria throughout session. • Pupil sampling of care experienced children with focus on attainment measures/measured creatively. <p><u>Direct observation:</u></p> <ul style="list-style-type: none"> • Monitoring and sampling of writing and literacy jotters and assessment pieces • Class observation; feedback from Learning Partnership observations - focus on writing • Moderation discussions/observations of pieces 	<p>Handwriting - term 3</p> <p>Introduced Terms 1 and 2 and then throughout the session.</p> <p>October – 1st Assessment February – 2nd Assessment April – 3rd Assessment Term 2 with a view to beginning Improvement Methodology in January 2025.</p> <p>Throughout session in line with Quality Assurance Calendar measures and at least once per term.</p> <p>Dates to be determined over terms 1 – 3 in consultation with Area PT and PLT.</p> <p>Term 1.</p>
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			of work with professional agreement of criteria for assessment. <ul style="list-style-type: none">• LP feedback	
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Ongoing Evaluation

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

Focused Priority:

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Raise professional delivery of high-quality learning and teaching for the broader curriculum.
- Raise awareness across the school community through opportunity for family learning experiences linked to the BGE

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 <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their teaching skills through planned professional learning opportunities and linked to assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum</p>	<p>Professional Learning Activity As part of professional discussion in collegiate sessions there is opportunity to learn new skills and understand programmes such as Charanga, Kodaly and others, to enhance delivery of the BGE across all classes.</p> <p>As part of collegiate sessions staff will engage in professional dialogue on assessment of all/identified areas of the curriculum in music, drama, art and sciences.</p> <p>Professional Dialogue All staff will use CfE benchmarks for all curriculum areas to engage in</p>	<p>SLT All staff Staff leads to be determined across music, drama, art. Science lead – Sharon Bell. PE leads – Mel Fleming/Vicky Lister</p> <p>SLT All staff</p>	<p>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</p> <p>Observations Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas Peer observations across expressive arts</p>	<p>Term 1 – October 2025</p> <p>Planned over QA calendar and collegiate sessions: Music and Drama – term 1 Sciences – term 3 Art – term 4</p> <p>Detailed in QA calendar – 4 times per session for monitoring.</p> <p>Planning meetings October, January and April.</p>

<p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can support all children in their learning across the curriculum</p> <p>Our curriculum rationale is a collaborative robust document, guided by the views of the whole school community and reflecting the broader curriculum to ensure all learners receive a broad general education.</p>	<p>moderation activity throughout the session.</p> <p>Looking Outwards Working with Community Education partners to deliver workshops and support sessions for identified groups within the newly formed Parent Room. Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas</p> <p>Curriculum Rationale Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE.</p> <ul style="list-style-type: none"> • Gather pupil and parent voice • Professional discussion • Shared through both adult and child-friendly versions. 	<p>SLT All staff</p> <p>Led by HT All staff</p>	<p>Classroom observations linked to identified areas of the curriculum (QA calendar)</p> <p>Focus for LP – analysis of data, learning experiences across the curriculum, parent/pupil views of the delivery of the curriculum</p> <p>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.</p>	<p>Term 2/3/4</p> <p>Term1/2</p> <p>Term 3/4</p>
<p>Ongoing Evaluation</p>				
<p>This should be updated as part of on-going cycle of self-evaluation</p>				
<p>Education Directorate Improvement Plan: Equality & Equity/Achievement/Engagement</p>				

Focused Priority:				
<ul style="list-style-type: none"> 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. 				
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
<p>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</p> <p>All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure all children experience their entitlement to a broad general education.</p>	<p>Tracking & Monitoring</p> <ul style="list-style-type: none"> Attainment and Forward Planning dialogues will support assessment within all curriculum areas linked to assessment evidence which informs professional judgements. Staff will develop confidence in planning for assessment. All staff in liaison with SLT will develop their understanding 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. Systems across the school are reviewed to ensure structures for assessment are 	<p>SLT All staff Area PT A&M lead – Mel Fleming</p> <p>SLT All staff</p> <p>SLT – DHT leading</p>	<p>People’s Views Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activity Pupil focus groups where appropriate</p> <p>Observations Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas Peer observations across expressive arts LP feedback</p>	<p>Terms 1 and 2.</p> <p>October 2024, January and May 2025.</p> <p>Following QA calendar</p>

<p>There is a robust and cohesive structure for all teaching staff to follow which allows a clear understanding of learning, teaching, assessment and moderation across the curriculum. This will support all learners to have a clearer understanding of the progress of their learning within a level.</p>	<p>streamlined in line with Progress framework.</p>	<p>All staff</p>	<p>Data gathering Planning and tracking meetings Data from attainment over time</p>	<p>In accordance with WTA, November 2024, February 2025, April 2025.</p>
<p>There is a closer connection with school tracking, local and national priorities for achievement. This will ensure that all pupils are being challenged at the appropriate pace and have appropriate supports in place to reach expected achievement.</p>	<p>Reporting</p> <ul style="list-style-type: none"> All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. 	<p>SLT All staff</p>	<p>Feedback from parents Cluster discussions</p>	<p>June 2025</p>
<p>Play pedagogy in the earlier years across p1-3 aligns with benchmarks and there is good professional understanding of how to meet benchmarks through play for all children.</p>	<p>Looking Outwards</p> <ul style="list-style-type: none"> Staff continue to take opportunity to engage in professional development around play pedagogy and attainment. 	<p>SLT All staff</p>	<p>Staff observations with rigorous interrogation of what is observed and measured, ensuring detailed recording of interventions where they are required.</p>	<p>June 2025</p>
<p>Play pedagogy in the earlier years across p1-3 aligns with benchmarks and there is good professional understanding of how to meet benchmarks through play for all children.</p>	<p>Looking Outwards</p> <ul style="list-style-type: none"> Staff continue to take opportunity to engage in professional development around play pedagogy and attainment. 	<p>P1-3 staff</p>	<p>Staff observations with rigorous interrogation of what is observed and measured, ensuring detailed recording of interventions where they are required.</p>	<p>October 2024, January and May 2025.</p>
<p>Ongoing Evaluation</p>				

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

Appendix B - Session 2023-2024 Improvement Plan Cardenden Nursery

Education Directorate Improvement Plan: Achievement/Health & Wellbeing				
Focused Priority:				
<ul style="list-style-type: none"> Ensuring a rich culture with high quality core experiences across all nursery environments, including the outdoors. Our setting enables children to be independent and make choices, shaping their individual play and learning needs. 				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		1. Self-evaluation for self-improvement 2. Leadership of learning 3. Leadership of change 1. Management of resources to promote equity 2.2 Curriculum 2.3 learning, teaching and assessment. 3.2 Raising attainment and achievement 3.3 Developing creativity and skills for life		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Ensure that core provision is available across all play. Outdoor provision is of a high standard and gives core provision elements daily including open-ended opportunity to explore and enquire for all learners.</p> <p>All children have opportunity to move, interact and learn in a variety of different ways within and outwith the nursery room.</p>	<p>Professional learning</p> <ul style="list-style-type: none"> Using Realising the Ambition to ensure high-quality and informed professional dialogue. Development of an outdoor policy/framework. Core provision both inside and out is of a high standard and reflects current identified best practice. <p>Looking outwards/working collaboratively with others</p>	<p>SLT EYOs SEYOs</p> <p>PNT SEYOs EYOs SLT</p>	<p>People's Views</p> <ul style="list-style-type: none"> Professional dialogue in collegiate sessions Parent views sought through questionnaires Pupil voice LP feedback Self-evaluation through consideration of Challenge questions from HGIOELC <p>Observations</p> <ul style="list-style-type: none"> Professional judgements to ensure provision is providing 	<p>Term 1 and Term 3</p> <p>Planned over QA calendar and in keeping with WTA.</p>

<p>A range of experiences allows creativity and curiosity, provokes interest and extends learning opportunities for all learners.</p> <p>Daily outdoor play experiences allow all children to develop wellbeing and make a connection to the outside world.</p>	<ul style="list-style-type: none"> • Working with partners/parents to upgrade provision in the outdoors. • Audit of resources • Clear communication of roles and responsibilities across all EYOs and SEYOs • Area standards created and followed. • PLJs reflect observations of children meeting benchmarks and show high-quality play in action for all children. • Continue to visit other establishments to share ideas. 	<p>PNT EYOs SEYOs</p>	<p>high-quality experiences which can be recorded for every child.</p> <ul style="list-style-type: none"> • Also, Staff observations have rigorous interrogation of what is observed and measured, ensuring detailed recording of interventions where they are required. <p>Data:</p> <ul style="list-style-type: none"> • PLJ recording • Key worker EYOs track children's experiences across indoor and outdoor opportunities to make informed decisions on improvements. 	<p>Minimum of three observations per term across all core provision.</p> <p>October 2024, January and May 2025.</p>
<p>Ongoing Evaluation</p>				
<p>This should be updated as part of on-going cycle of self-evaluation</p>				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Engagement				
Focused Priority:				
<ul style="list-style-type: none"> To ensure we support and respect individual needs and the rights of children and families. Our partnership approaches are effective to ensure children’s development is inclusive and there are opportunities for all children and families to access high quality care, play and learning. 				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
			1. Self-evaluation for self-improvement 2. Leadership of learning 3. Leadership of change 4. Leadership and management of practitioners 2.4 Personalised support 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion.	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

<p>We have built empowering and respectful relationships with all children and families.</p> <p>All staff provide an inclusive and nurturing approach to meeting the needs of all children.</p> <p>We respect and support the individual needs of all children with well-planned early intervention and support.</p> <p>Staff have strong partnerships with parents and there is regular, reciprocal sharing of information to ensure all parents have a role in identifying and agreeing outcomes for their children.</p> <p>All families can build trusting relationships with key workers and across all nursery staff both formally and informally.</p>	<p>Professional learning and dialogue</p> <ul style="list-style-type: none"> Working with Educational psychologist to engage in professional learning and discussion around partnerships. (Planning to be added when shared framework received from Ed Psy) Development of a shared document to ensure a consistent approach is used by all practitioners. Use standards from HGIOELC to inform and self-evaluate progress. <p>Looking outwards/working collaboratively with others</p> <ul style="list-style-type: none"> SEYO professional learning in leading partnership work. EYO visits to other nurseries with specific observations questions. Consistent information sharing to parents is agreed through PLJs, Seesaw, direct conversations, information displays and learning walls. 	<p>SLT SEYO Ed Psy – Claire Kerr</p> <p>SLT SEYO EYO</p> <p>All staff</p> <p>SEYO EYO</p> <p>SLT All staff</p>	<p>People's Views;</p> <ul style="list-style-type: none"> Professional dialogue in collegiate sessions Parent views sought through questionnaires/Seesaw feedback Pupil voice LP feedback Self-evaluation through consideration of Challenge questions from HGIOELC <p>Direct Observation:</p> <ul style="list-style-type: none"> LP feedback PNT observations PLJ sampling Peer assessment of learning walls and environments Self-evaluation through HGIOELC <p>Data:</p> <ul style="list-style-type: none"> Parent surveys Data from Seesaw reports 	<p>To be confirmed after SWF is shared by Ed Psy and to run in conjunction with QA calendar. Dates to be confirmed as soon as possible.</p> <p>October 2024 November 2024, February 2025 and My 2025. (QA Calendar).</p> <p>October 2024</p> <p>October 2024, January 2025, April 2025.</p> <p>November 2024, February 2025 and My 2025. (QA Calendar).</p> <p>Termly in conjunction with QA calendar.</p>
<p>Ongoing Evaluation</p>				

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