

<b>Education Directorate Improvement Plan: Equality &amp; Equity/Achievement/Health &amp; Wellbeing/Positive Destinations/Attendance &amp; Engagement</b>				
<b>Focused Priority: Priority 1 – To develop staff understanding of high-quality learning, teaching and assessment through professional learning and the development of shared expectations across the curriculum, which reflects key features of Learning for Sustainability framework.</b>				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
<u>HGIOS 4 Quality Indicators</u> 1.2 Professional engagement and collegiate working 1.3 Strategic planning for continuous improvement 2.3 Learning Teaching and Assessment 2.4 Personalised Support 3.2 Raising attainment and achievement				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
A focus on high quality learning, teaching and assessment will ensure that all staff are planning for learning experiences which are progressive for all children and enable them to talk about where they are in their learning and what they need to do next.  All children will experience high quality learning experiences which will help	Professional learning plan for session created through self evaluation activity to gauge how well we are doing and what we need to do next to improve	HT/DHT All Staff	<b>People's views</b> Self evaluation activities Progress Meetings Parent views (Seesaw/Soft start/Information sessions) Community stakeholders	By end of term 1  Termly
	Engagement with TLC model to steer self evaluation and peer collaboration with a focus on lesson structure and content, enabling learners to gauge how well they are doing and what they need to do next	All staff  All staff	<b>Observations</b> SLT class observations and feedback Peer observations Extended Learning Partnership	Continuous throughout session  By end of term 2
	Development of whole school overview of BGE, with Learning for Sustainability themes incorporated (including meta	All staff	<b>Data</b> Progress app data CFE declarations NSA BASE P1	End of each term  Term 1 and 4

them flourish and thrive in the 21 <sup>st</sup> century and empower them to lead positive change, embedding our school vision values and aims	skills) and school values clearly threaded through  Development of Curriculum Rationale – Learning Teaching and Assessment Strategy – which will inform self-evaluation summary paper in preparation for inspection	SLT		By end of term 4
Targeted pupils will have sensory profiles and access to sensory spaces to support sensory needs	Development of sensory space based on sensory profiles created in term 4 of previous session	Class teachers Inclusive Practice team	Observations by staff Pupil voice Parent voice gathered	By end of term 2

**Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement**

**Priority 2 – To develop the literacy curriculum through professional learning for all staff, development of literacy rich environments, and implementation of assessment and moderation arrangements to enable all teaching staff to make sound professional judgements on children’s learning and progress.**

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.2 Professional engagement and collegiate working 1.3 Strategic planning for continuous improvement 2.3 Learning Teaching and Assessment 2.4 Personalised Support 3.2 Raising attainment and achievement	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children will have experience of reading and writing different genres across the school year, and will be able to identify key components of each genre.	Engagement with PM Writing/Fife Moderation and Assessment Pack to continue this session, to upskill staff in planning across genres, delivering high quality learning and teaching, and using assessment	All Staff	<b>People’s views</b> Self evaluation activities Progress Meetings Parent views (Seesaw/Soft start/Information sessions) Community stakeholders	By end of term 4

All children will experience literacy rich environments that help to develop good reading and writing habits, and enable children to respond to what they have read and written in an informed way.	techniques to gather data and inform next steps.		Pupil Voice groups using HGIOURS	End of term 2, 3, 4
	Engagement with Fife Reading Moderation when ready	All Staff	<b>Observations</b> SLT class observations and feedback Peer observations Extended Learning Partnership	By end of term 2
Targeted interventions to support learners across P6 cohort to improve pace of learning in reading and writing	Targeted staff to engage with Workshop for Literacy core approaches training to refresh and enhance practice in learning and teaching within literacy. Sharing of good practice during collegiate sessions and collaborative activities	Targeted staff within Early, First and Second Level	<b>Data</b> Progress app data CFE declarations NSA BASE P1	By end of term 4
	Improvement of School library environment and resources that inclusively reflect the needs and experiences of the learners in our school	All staff and pupils		
	Implementation of action plan through Scottish Book Trust's Reading Schools Accreditation			
	Weekly interventions in small groups for targeted learners across P5/6 cohort.	Cluster PT	Observations Progress app data CFE declarations	
Ongoing evaluation				
<b>Ongoing Evaluation</b>				
Aug-Feb				
In set Nov				
In set Feb				
Feb-June				