

Session 2025-2026 Improvement Plan: **Achievement, Skills & Curriculum**

Education Directorate Improvement Plan: Priority 1 – **Achievement - Celebrating achievement and developing skills for learning, life and work**

Focused Priority:

All P5, P6 and P7 pupils will develop a broad range of skills and achievements beyond academic attainment using the 4 contexts of learning. Pupils will experience enhanced recognition of both their BGE attainment and personal achievements, leading to increased confidence, engagement, and a stronger sense of accomplishment.

This will be achieved through the implementation of the Fife Achievement 3-Part Approach to guide tracking, planning and celebration of pupil success, culminating in the Fife Diploma of Achievement, which consolidates and evidences each learner’s progress and accomplishments.

Rationale for Change:

In session 24-25 the following took place, providing a foundation to build on:

- Meta-skills introduced at stages P1/2, P4, P6 & P7.
- My WoW introduced at P6 & P7.
- Wider Achievement tracker currently in place requires to be valued and embedded.
- HT part of Achievement, Skills & Curriculum authority steering group.
- Our established 4 part lesson model will be developed to include the addition of Meta-skills to create a consistent 5-part lesson model.

HGIOS4 Quality Indicators

Quality Framework

2.2 Curriculum
2.6 Transitions
2.7 Partnerships
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and Achievement

NIF

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people.

Fife Council Strategic Priorities:

Priority 3 – Attainment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>TRACKING & ANALYSIS:</p> <p>A robust approach to tracking and recognising a range of achievements for all learners.</p> <p>Data informed planning will enable targeted</p>	<p>Develop and implement a consistent Fife approach to tracking learners' achievements (P5-P7) across the four contexts of learning.</p> <p>Develop a Tracking System:</p> <ol style="list-style-type: none"> Track achievements using 4 contexts of learning via Excel for P5-P7. 	<p>Elaine Smith (HT) Katrina Gorman (PT) Carolyn Downie P7 CT Leading Kirstin Duncan P6/7 CT Katie Henderson P6 CT Louise Thomson/Ian McCracken P5/6 CT</p>	<p>Data: Termly analysis of tracked achievements on Excel spreadsheet built into QA calendar termly. Gaps/trends and improvement over time analysed.</p> <p>Analysis of teacher’s planning – planning and tracking meetings to involve discussion around skills and achievements.</p>	<p>Term 4 24-25 Introduction of the Excel spreadsheet to teachers ready for session 25-26.</p> <p>Term 1 25-26 Improving outcomes calendar – measure achievements using</p>

<p>A consistent approach to recognition and celebration that values the personal achievements of all learners.</p> <p>Utilisation of accreditation where appropriate to recognise and celebrate achievements.</p> <p>All learners feel valued and recognised for their personal and wider achievements.</p> <p>Achievements are celebrated by the school</p> <p>The Fife Diploma of Achievement celebrates key experiences across the BGE including leadership, enterprise and volunteering.</p>	<p>Diploma will include leadership opportunities, enterprising learning and personal achievements.</p> <p>ACTIONS</p> <ol style="list-style-type: none"> Curriculum Planning: Ensure learning experiences provide opportunities to meet FDA criteria e.g. volunteering, leadership, enterprise. Meta-skills <ul style="list-style-type: none"> Incorporate Meta-skills into lesson planning to create a 5-part model. Use ‘My Learning Journey’ to record achievements through Meta-skills across the curriculum for P1-4. Build on the introduction of Meta-skills session 24-25 by promoting at assemblies. School Leads & Teacher Network Appoint leads and create a network to share practice - curricular links/planning, celebration formats and P7/S1 transition. Awards Event Planning – Award Ceremony at GHS to celebrate the achievement. Communication strategy – Promote to the wider school community e.g. Open afternoon and invite partners and stakeholders. 	<p>Kirstin Duncan P6/7 CT Katie Henderson P6 CT Louise Thomson/Ian McCracken P5/6 CT Tricia Allan P4/5 CT</p> <p>All Teachers P1-4 Teachers</p> <p>All staff</p> <p>C Downie, P7 CT to lead. E Smith, HT</p>	<p>Views: Feedback from pupils, parent/carers and staff on the value and impact of recognition.</p> <p>Observation: learners articulating achievements at transition point P7 – S1.</p> <p>Impact stories Case studies of pupil motivation, inclusion and pride in achievement – (link with Equity planning)</p>	<p>the 4 contexts of learning.</p> <p>School QA calendar</p> <p>Ongoing session 25-26</p> <p>Term 1 25-26</p> <p>Term 1-3</p> <p>Term 3</p> <p>Term 3</p>
<p>PROFILING & SKILLS</p>	<p>Develop an age/stage appropriate profiling approach that empowers</p>	<p>Elaine Smith (HT)</p>	<p>Data: usage statistic of digital profiling</p>	<p>Term 1</p>

<p>Children and young people can articulate their achievements and skills and take responsibility for ensuring they continue to add celebrate their achievements.</p> <p>Learners take ownership of their learning journey, building the ability to reflect on progress, recognise achievements, and set goals.</p> <p>Profiling becomes a meaningful and regular practice that supports skills development, transitions, and personal growth for learners.</p> <p>Staff and learners engage in learning conversations informed by high quality evidence of progress in their achievements and skills.</p>	<p>learners to become self-aware, understand, and reflect on their learning and achievements. This includes opportunities for learners to select evidence of their progress, reflect on their developing knowledge, skills and attributes, and engage in meaningful learning conversations to support reflections, goal setting and planning next steps.</p> <p>Actions:</p> <ol style="list-style-type: none"> National Profiling Co- design Engagement: Contribute to national developments to ensure local alignment and innovation. Learning Conversation: Embed regular, meaningful dialogue between learners and staff to support reflection, goal setting and next steps. Profiling and Portfolio creation – utilise 1:1 device to support learners creating a portfolio on Showbie and reflecting on achievements using digital profiling tool. 	<p>Katrina Gorman (PT) Carolyn Downie P7 CT Leading Kirstin Duncan P6/7 CT Katie Henderson P6 CT Louise Thomson/Ian McCracken P5/6 CT Tricia Allan P4/5 CT</p>	<p>Views: Learners and staff feedback on usability and impact of profilin approaches.</p> <p>Observation: Learners demonstrating increased ability to articulate achievements, skills and goals.</p> <p>Impact stories: Examples of learners using profiles to support choices, transitions and confidence.</p>	<p>Ongoing session 25-26</p> <p>Ongoing session 25-26</p> <p>Ongoing session 25-26</p>
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Ongoing Evaluation



