

Education Directorate Improvement Plan: Achievement				
Focused Priority 1: Pupils will experience a consistent and coherent curriculum and pedagogical approaches, resulting in raised attainment in reading and writing. <ul style="list-style-type: none"> Continue to build on high-quality learning, teaching & assessment across all stages. Increase the number of children attaining nationally expected level in reading and writing. 				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.2 Curriculum 2.3 learning, teaching and assessment		2.2 Curriculum 2.3 learning, teaching and assessment		
Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
<p>Reading All children will experience a reading curriculum that ensures progression, breadth and depth.</p> <p>Whole school reading attainment (predicted on track) will increase from 78% (May '24) to 88%.</p> <p>Most children in P1, P4 and P7 will achieve national expected levels in reading.</p> <p>Writing Whole school writing attainment (predicted on track) will increase from 73% (May '24) to 85%.</p> <p>Most children in P1, P4 and P7 will achieve national expected levels in writing.</p> <p>All children will experience a writing curriculum that ensure breadth and depth across writing types.</p>	<p>Audit of reading resources in school to create agreed reading progression of core resources and supplementary resources.</p> <p>Identified learners will benefit from small group additional support by Principal Teacher</p> <p>P7 teacher to complete Fife QI Reading training to accelerate progress for learners at second level.</p> <p>All teaching staff complete professional learning: pre-recorded Stephen Graham reading pedagogy sessions and/or input from PT Closing the Gap.</p> <p>Summative reading assessment for P2-7 to be identified and implemented.</p> <p>Two teachers to attend Stephen Graham Balanced Writer training and disseminate to staff.</p> <p>PM Writing approach and resources used in all classes to support learning and teaching of all 9 writing types.</p> <p>Fife QI Writing methodology support to be offered to all class teachers by trained member of staff.</p> <p>Baseline writing assessments to be completed in August, assessments to be repeated as per assessment calendar.</p>	<p>LW</p> <p>LM</p> <p>LS</p> <p>SC, LS, FJ, GN, probationer</p> <p>SC</p> <p>SC</p> <p>LM & LS, CA (Cluster PT)</p> <p>LS</p> <p>teachers</p>	<p>May '25</p> <p>Ongoing</p> <p>Dec '24</p> <p>Aug '24</p> <p>Aug '24 Jun'25</p> <p>Oct '24</p> <p>May 25</p> <p>Nov INSET</p> <p>Aug '24</p>	<p>Jotter evidence</p> <p>Pupil Feedback</p> <p>Classroom observations</p> <p>Surveys to understand staff confidence before and after.</p> <p>Feedback given to/shared with staff from school/classroom visits</p> <p>Extended Learning Partnership</p> <p>Planning and tracking meeting minutes</p> <p>Attainment in reading at nationally expected levels in P1,4 and 7, and prediction dates 'on track' for P2, 3, 5, 6.</p>

<p>Assessment of reading and writing will be rigorous and moderated. A quality body of evidence is used to support assessment judgements and decisions about next steps.</p> <p><u>Early Level Literacy</u> Increased attainment of all nursery children to ensure breadth and depth across all areas of literacy.</p>	<p>Identified learners will benefit from small group additional support from Principal teacher.</p> <p>Development of shared understanding of progressions in pre-reading skills, phonics and spelling.</p> <p>Moderation sessions and tasks with cluster colleagues.</p> <p>Quality Assurance Calendar provides opportunity for whole school moderation exercises e.g. peer observations/team teaching</p> <p>Ensure teaching staff can access data we have available to use. Review of NSA, BASE, CfE, PowerBI to support attainment, learning and teaching decisions. Support discussion at planning and tracking meetings.</p> <p>Literacy Development Through Kodaly course will allow a practitioner to lead learning in the setting.</p> <p>Use of Up, Up and Away Circle Document to support professional development and enable team to reflect on, evaluate and enhance literacy provision across the learning environment.</p> <p>Use of Up, Up and Away document to plan intervention for individual pupils.</p>	<p>LM</p> <p>LM and LW</p> <p>Tbc</p> <p>SC</p> <p>SC</p> <p>SC & LM, EYDO, PNT, EYOs</p>	<p>Nov '24</p> <p>Sept '24</p> <p>Ongoing</p> <p>Nov '24</p> <p>Feb 25</p> <p>Feb 25</p>	<p>Attainment in writing at nationally expected levels in P1,4 and 7, and prediction dates 'on track' for P2, 3, 5, 6.</p> <p>Up, Up and Away data</p> <p>eLIPs data</p>
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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.

HGIOS4 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	Timescales	Measure of Success
<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <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 children experience their entitlement to a broad general education.</p> <p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> • As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum: science and social studies. • All staff will use CfE benchmarks to engage in moderation activity linked to science and social studies. • Teaching staff to engage in learning trio where they plan, deliver and evaluate together. <p>Forward Planning</p> <p>Primary classes:</p> <ul style="list-style-type: none"> • All teachers 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 literacy, numeracy, science and social subjects, linked to assessment evidence which informs professional judgements. • Staff will develop confidence in planning for assessment. <p>Nursery class:</p> <ul style="list-style-type: none"> • Nursery teacher and EYOs will develop coherent and progressive planning and tracking procedures which meet the needs of all learners. • Professional dialogues between nursery staff, EYDO/PT and SLT will support assessment and planning across the curriculum. <p>Tracking & Monitoring</p>	<p>SC, LM</p> <p>Teachers , EYOs</p> <p>SC, LM, teachers, EYOs</p> <p>SC, EYDO, Nursery PT</p>	<p>Dec 24</p> <p>Jan 25</p> <p>Sep 24 Jan 25 Apr 25</p> <p>May 25</p> <p>May 25</p>	<p>Data</p> <p>Analysis of attainment data in Literacy, Numeracy along with identified areas of the curriculum</p> <p>Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc</p> <p>People's Views</p> <p>Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings Feedback from moderation activity</p> <p>Parent/carer views on children's experiences Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum</p> <p>Observations</p> <p>Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas</p>

<p>children in their learning across the curriculum.</p>	<ul style="list-style-type: none"> • 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. <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>Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas of science and social subjects. 	<p>SC</p> <p>SC, LM</p>	<p>Feb/ Mar 25</p>	<p>Classroom observations linked to identified areas of the curriculum (QA calendar)</p> <p>Focus for ELP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum</p>
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