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

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.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad genera education using a range of assessment evidence to inform professional judgements.
- To continue to improve our attainment in Literacy through ongoing focus on high-quality learning, teaching and assessment.

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	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children will	Professional Learning Activity	V 011 11 11 T	Data Analysis	October 2024
experience planned,	As part of collegiate sessions staff will	Y O'Neil, HT	- attainment data in Literacy,	
progressive learning	engage in professional dialogue on	C Wright, PT	Numeracy along with	
experiences across the	assessment identified areas of the curriculum.		identified areas of the	
broad general	 All staff will use CfE benchmarks for 		curriculum	
education.	identified curriculum areas within STEM and		Analysis of CFE and	
All staff will enhance	IDL to engage in moderation activity		BASE/NSA data	December 2024
their assessment skills	. All staff will continue to engage in moderation			
through planned	activities within writing working with staff in	All staff	People's Views	
assessment and	East Wemyss PS		•	

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 support children in their learning across the curriculum.

- Develop staff understanding and confidence in the meta-skills in preparation for reporting
- . Develop staff understanding and use of a wider range of feedback strategies
- . Further develop the school LTA model to build in assessment across the curriculum
- . Staff development sessions using Fife Writing pack and Reading assessments to further support teacher judgements

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 identified curriculum areas linked to assessment evidence which informs professional judgements.
- Staff will develop confidence in planning for assessment.

Tracking & Monitoring

 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.

Reporting

 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. C Wright, PT

Teacher professional dialogue with SLT at FP & Attainment Meetings Feeback from moderation activities 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

Teacher views on new

system

Observations Forward planning documentation

monitoring
Jotter sampling –
literacy/numeracy and other
curriculum areas
Classroom observations
linked to identified areas of
the curriculum (QA calendar)

Learning Partnership Feedback

Once per planning block

October 2024

Once per planning block

September 2024 November 2024 February 2025 May 2025

	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.		
	Learning, teaching and assessment		
	Focus for parent/carer workshops/open		
	mornings – sharing progression across		
	identified curricular areas		
	Curriculum Rationale		
	Our Curriculum Rationale will be developed		
	to ensure that this reflective of the experiences		
	all children are experiencing across the school		
	in relation to the BGE.		
		I	
ngoing Evalua	ition		

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

Focused Priority 2: To develop a whole school community understanding of wellbeing and positive relationships.

HGIOS4 Quality Indicators

- 1.2 Leadership of Learning 1.2 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
The whole learning community has a shared understanding of wellbeing, including digital wellbeing.	Professional learning and dialogue Trauma informed practice training revisit. Attendance at Fife's training in Nov. Approaches to bullying behaviour input with a focus on use of language Work with parent focus group to discuss language in use Online safety – using variety of in house and external training Creation of Action Plan, outlining steps towards achieving Digital Wellbeing Award Mental wellbeing activities to be shared regularly with parents to highlight the universal work in school Training of new peer mediators	Identified staff x2 Pupil focus group for wellbeing C Wright, PT Y O'Neil, HT C Simpson, Classroom assistant	Observations of transitions in learning and transitions in school day. Pupil focus groups/surveys. Records of number of incidents maintained for	November inset Term 1 and 2
The whole learning community has an understanding of the need to feel safe in a digital world and how actions/words impact in both the			comparison at points in year. Parent feedback from surveys and shared learning experiences/Kitbag and/or guided meditation sessions	January 2025
real and digital spaces we use. Approaches across the school will be developed to ensure all children and families experience a consistent approach	 Create steering group to meet termly and include children, parents and staff Sharing of guidance with parents for anti-bullying policy Create Coaltown of Wemyss Positive Behaviours and Relationships Policy/Guidance from P1 to P7 			By end of Term 3
consistent approach to supporting children and dealing with any incidents.	 Create a pupil friendly and parent friendly version to share with parents. 	Y O'Neil, HT Classroom teacher		Term 1 and inset day fortnightly meetings

schools to look at good practice in relation to approaches and signage/visuals to support children	Y O'Neil, HT			
 All classes using a 'fix it' wall or folder 'fix it' signage/visuals created for the playground Decider Skills training – sharing good practice First aid training 		Term 1		
i dicital chiquicht	Y O'Neil, HT Pupil leadership group			
	All teaching/ PSA team			
Ongoing Evaluation				