

**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 general 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
<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</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> <li>· As part of collegiate sessions staff will engage in professional dialogue on assessment identified areas of the curriculum.</li> <li>· All staff will use CfE benchmarks for identified curriculum areas within STEM and IDL to engage in moderation activity</li> <li>· All staff will continue to engage in moderation activities within writing working with staff in East Wemyss PS</li> </ul>	<p>Y O’Neil, HT C Wright, PT</p> <p>All staff</p>	<p>Data Analysis</p> <ul style="list-style-type: none"> <li>- attainment data in Literacy, Numeracy along with identified areas of the curriculum</li> <li>Analysis of CFE and BASE/NSA data</li> <li>People’s Views</li> </ul>	<p>October 2024</p> <p>December 2024</p>

<p>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 children in their learning across the curriculum.</p>	<ul style="list-style-type: none"> <li>· Develop staff understanding and confidence in the meta-skills in preparation for reporting</li> <li>· Develop staff understanding and use of a wider range of feedback strategies</li> <li>· Further develop the school LTA model to build in assessment across the curriculum</li> <li>· Staff development sessions using Fife Writing pack and Reading assessments to further support teacher judgements</li> </ul> <p>Forward Planning</p> <ul style="list-style-type: none"> <li>· All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.</li> <li>· Attainment and Forward Planning dialogues will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements.</li> <li>· Staff will develop confidence in planning for assessment.</li> </ul> <p>Tracking &amp; Monitoring</p> <ul style="list-style-type: none"> <li>· 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.</li> </ul> <p>Reporting</p> <ul style="list-style-type: none"> <li>· 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.</li> </ul>	<p>C Wright, PT</p>	<p>Teacher views on new system</p> <p>Teacher professional dialogue with SLT at FP &amp; Attainment Meetings</p> <p>Feedback from moderation activities</p> <p>Parent/carer views on children's experiences of BGE</p> <p>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</p> <p>monitoring</p> <p>Jotter sampling – literacy/numeracy and other curriculum areas</p> <p>Classroom observations linked to identified areas of the curriculum (QA calendar)</p> <p>Learning Partnership Feedback</p>	<p>October 2024</p> <p>Once per planning block</p> <p>Once per planning block</p> <p>September 2024 November 2024 February 2025 May 2025</p>
--	---	---------------------	---	--

	<ul style="list-style-type: none"> <li>· 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.</li> </ul> <p>Learning, teaching and assessment</p> <ul style="list-style-type: none"> <li>· Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas</li> </ul> <p>Curriculum Rationale</p> <ul style="list-style-type: none"> <li>· 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.</li> </ul>			
<b>Ongoing Evaluation</b>				

<b>Education Directorate Improvement Plan:</b> Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement	
<b>Focused Priority 2: To develop a whole school community understanding of wellbeing and positive relationships.</b>	
<b>HGIOS4 Quality Indicators</b>	



