

# Session 2025 -2026 Improvement Plan - Cowdenbeath Primary School



## School Improvement Priority 1: Raising Attainment in Numeracy

### Education Directorate Improvement Plan:

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

### Focused Priority:

- To raise confidence, motivation, engagement and attainment in numeracy.
- To develop practitioners' capacity and confidence for planning high-quality learning, teaching and assessment in numeracy and ensure children are making full progress in their learning.

### Why is this important now?

Attainment in numeracy is stubbornly low across the school. Through our self-evaluation processes, we have identified there is inconsistent practice in the learning, teaching and assessment approaches to numeracy across the school. We would like to develop greater fidelity in our approaches to improve attainment in this area.

### HGIOS4 Quality Indicators:

| Leadership and Management                                                                                                                                                                                                        | Learning Provision                                                                                                                                                                                                                          | Successes and Achievements                                                                                                                                   |
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| <b>1.1</b> Self-evaluation for self-improvement<br><b>1.2</b> Leadership of learning<br><b>1.3</b> Leadership of change<br><b>1.4</b> Leadership and management of staff<br><b>1.5</b> Management of resources to promote equity | <b>2.1</b> Safeguarding and child protection<br><b>2.2</b> Curriculum<br><b>2.3</b> Learning, teaching and assessment<br><b>2.4</b> Personalised support<br><b>2.5</b> Family learning<br><b>2.6</b> Transitions<br><b>2.7</b> Partnerships | <b>3.1</b> Ensuring wellbeing, equality and inclusion<br><b>3.2</b> Raising attainment and achievement<br><b>3.3</b> Increasing creativity and employability |

| Expected Impact                                                                                                                                                                                                     | Strategic Actions Planned                                                                                                                                                  | Responsibilities | Measure of Success                                                                                                                                                                                                                                                                                                                                   | Timescales           |
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| Pupils will have increased: <ul style="list-style-type: none"> <li>• confidence with numbers;</li> <li>• positive feelings about maths</li> <li>• awareness of the value of maths outside the classroom.</li> </ul> | <ul style="list-style-type: none"> <li>• Use baseline measures for key pupils in all classes to identify target pupils and create specific attainment gain aims</li> </ul> | SLT, Teachers    | <b>Data</b> <ul style="list-style-type: none"> <li>• e.g.: Base numeracy assessment for all classes to determine gaps – track against this using run charts and fishbone diagrams across the year before moving onto new topics/targets.</li> <li>• P1 Base, SNSA and Acer standardised assessments</li> <li>• Termly attainment liaisons</li> </ul> | Sept 25, then termly |
|                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Weekly timetables to be reviewed and curriculum time devoted to numeracy agreed,</li> </ul>                                       | SLT, Teachers    |                                                                                                                                                                                                                                                                                                                                                      | Termly               |
|                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• All classes to engage with Number Talks to enable pupils to share their mathematical reasoning</li> </ul>                         | Teachers         |                                                                                                                                                                                                                                                                                                                                                      | By Dec 25            |
|                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Teachers to teach specific maths vocabulary appropriate to age and stage and have this displayed</li> </ul>                       | Teachers         |                                                                                                                                                                                                                                                                                                                                                      | From Sep 25          |
|                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• All classes to follow Times Table Progression</li> </ul>                                                                          | Teachers         |                                                                                                                                                                                                                                                                                                                                                      | From Sep 25          |

|                                                                                                                                                                           |                                                                                                                                                                                                                                                                         |                     |                                                                                                                                                                                                                                                                                                                                                                      |                       |
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|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>All target learners (potentially by stage and/r level of support) will be provided with a homeworking numeracy booklet and digital access to apps.</li> </ul>                                                                    | SLT, Teachers       | <ul style="list-style-type: none"> <li>Achievement of a Level</li> <li>Tracking and Monitoring Attainment Data</li> <li>Moderation Activity Outcomes</li> </ul>                                                                                                                                                                                                      | By May 26*            |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Targeted homework for identified children</li> </ul>                                                                                                                                                                             | Teachers            |                                                                                                                                                                                                                                                                                                                                                                      | From Sep 25           |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Organise family engagement sessions/materials to support learning at home - Our Family Maths Toolkit.</li> </ul>                                                                                                                 | SLT, numeracy lead  |                                                                                                                                                                                                                                                                                                                                                                      | By May 26*            |
| Staff will have increased pedagogical knowledge and confidence in teaching numeracy that results in positive impact on children's attainment.                             | <ul style="list-style-type: none"> <li>All teaching staff to engage with appropriate PL around conceptual numeracy. E.g.: Collegiate meetings, CPD/PRD and professional reading.</li> </ul>                                                                             | Teachers            | <b>Observations</b> <ul style="list-style-type: none"> <li>Forward Planning Monitoring and Professional Dialogue</li> <li>Classroom SLT Observations</li> <li>Jotter Sampling</li> <li>Sampling using benchmarks</li> </ul> <b>Views</b> <ul style="list-style-type: none"> <li>Staff evaluation</li> <li>PL Team evaluations</li> <li>Pupil Focus Groups</li> </ul> | Termly                |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>A calendar of numeracy specific quality assurance activities to be agreed and implemented to ensure there is fidelity in terms of pedagogy, pace and progression.</li> </ul>                                                     | SLT, Teachers       |                                                                                                                                                                                                                                                                                                                                                                      | Sep 25                |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>All staff to engage with PL for Number Talks, stories for maths and Numicon.</li> </ul>                                                                                                                                          | SLT, Teachers, PSAs |                                                                                                                                                                                                                                                                                                                                                                      | Aug – Oct (dates tba) |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Collegiate meetings with numeracy focus throughout year</li> </ul>                                                                                                                                                               | Teachers, PSAs      |                                                                                                                                                                                                                                                                                                                                                                      | All year              |
| The school will have developed a shared, more consistent, progressive approach to the planning, deployment, tracking and assessment of learning and teaching in numeracy. | <ul style="list-style-type: none"> <li>Resources to be audited and, where necessary purchased.</li> </ul>                                                                                                                                                               | SLT, Teachers       |                                                                                                                                                                                                                                                                                                                                                                      | By Aug 25             |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Create an age and stage appropriate resource materials overview, for numeracy – Including provision for our most vulnerable learners.</li> </ul>                                                                                 | SLT                 |                                                                                                                                                                                                                                                                                                                                                                      | Aug 25                |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Create a Numeracy display standard in terms of expectation and consistency across all numeracy environments.</li> </ul>                                                                                                          | SLT                 |                                                                                                                                                                                                                                                                                                                                                                      | Aug 25                |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Through professional dialogue, create a shared Numeracy Standard, in terms of expectation and consistency across all numeracy lessons, based on Fife's Numeracy Progression pathways and the Record of Understanding.</li> </ul> | SLT, Teachers       |                                                                                                                                                                                                                                                                                                                                                                      | Aug 25                |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Termly, collaborative forward planning using the Fife numeracy progression materials and phases.</li> </ul>                                                                                                                      | SLT, Teachers       |                                                                                                                                                                                                                                                                                                                                                                      | Termly                |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>A calendar of numeracy specific quality assurance activities to be agreed and implemented to gather assessment data for improvement.</li> </ul>                                                                                  | SLT, Teachers       |                                                                                                                                                                                                                                                                                                                                                                      | Aug 25                |
|                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Use a wide range of formative and summative assessment approaches, to gather assessment data</li> </ul>                                                                                                                          | SLT, Teachers       |                                                                                                                                                                                                                                                                                                                                                                      | All year              |

|  |                                                                                                                                                             |               |  |          |
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|  | from a wide range of sources, to track progress and identify areas for improvement/next steps                                                               |               |  |          |
|  | • All teachers to use Records of Understanding to track individual pupil progress                                                                           | Teachers      |  | All year |
|  | • Introduce formal assessment procedures for numeracy.                                                                                                      | SLT, Teachers |  | Aug 25   |
|  | • Develop more rigorous approaches to analysing assessment data (e.g. SNSA, BASE, diagnostic assessments, etc.) to ensure appropriate pace and progression. | SLT           |  | Termly   |

| Ongoing Evaluation |        |            |
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| Progress           | Impact | Next Steps |
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# Session 2025 -2026 Improvement Plan - Cowdenbeath Primary School



## School Improvement Priority 2: Develop a consistent and progressive health & wellbeing curriculum

### Education Directorate Improvement Plan:

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

### Focused Priority:

- To strengthen approaches to health and wellbeing that support all pupils' physical, social and emotional wellbeing, learning and development, ensuring increased equality and equity for every child across the wider school community.

### Why is this important now?

- As a school we have developed our health and wellbeing approaches in an ad hoc way in recent years as other curriculum areas have featured more prominently in our improvement planning. We would now like to weave these various threads into a more coordinated, consistent and progressive whole school approach to ensure we are having the greatest possible impact on or pupils' health and wellbeing development across all facets.

### HGIOS4 Quality Indicators:

| Leadership and Management                                                                                                                                                                                                        | Learning Provision                                                                                                                                                                                                                          | Successes and Achievements                                                                                                                                   |
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| <b>1.1</b> Self-evaluation for self-improvement<br><b>1.2</b> Leadership of learning<br><b>1.3</b> Leadership of change<br><b>1.4</b> Leadership and management of staff<br><b>1.5</b> Management of resources to promote equity | <b>2.1</b> Safeguarding and child protection<br><b>2.2</b> Curriculum<br><b>2.3</b> Learning, teaching and assessment<br><b>2.4</b> Personalised support<br><b>2.5</b> Family learning<br><b>2.6</b> Transitions<br><b>2.7</b> Partnerships | <b>3.1</b> Ensuring wellbeing, equality and inclusion<br><b>3.2</b> Raising attainment and achievement<br><b>3.3</b> Increasing creativity and employability |

| Expected Impact                                                                                                                                           | Strategic Actions Planned                                                                                                                                                                                                         | Responsibilities                                     | Measure of Success                                                                                                                                                                                                                                                                                                                                                        | Timescales           |
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| All learners across the school are supported to use Emotion Works approach and strategies to better understand their emotions and how to respond to them. | <ul style="list-style-type: none"> <li>Use baseline measures for key pupils in all classes to identify target pupils and create specific achievement gain aims e.g. confidence, happiness...</li> </ul>                           | SLT, Teachers                                        | <b>Data</b> <ul style="list-style-type: none"> <li>Measuring data for Curriculum for Excellence (CFE) – Health and wellbeing Data in Progress to identify trends, strengths and areas for focus/development</li> <li>Targeted support and interventions identified through data tracking/planning liaison discussions</li> <li>Analysis of Active Schools data</li> </ul> | Sept 25, then termly |
|                                                                                                                                                           | <ul style="list-style-type: none"> <li>All staff will participate in targeted professional learning sessions on the Emotion Works programme to build a shared understanding of emotional literacy approaches.</li> </ul>          | Led by SLT (school lead?)                            |                                                                                                                                                                                                                                                                                                                                                                           | From Nov 2025        |
|                                                                                                                                                           | <ul style="list-style-type: none"> <li>Staff will engage in structured professional dialogue to collaboratively plan for the consistent and progressive implementation of Emotion Works across Primary 1 to Primary 7.</li> </ul> | Collaborative working between class teachers and PSA |                                                                                                                                                                                                                                                                                                                                                                           | Dec 25/Jan 26        |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |
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|                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Opportunities will be created to engage parents and carers in understanding the Emotion Works approach, supporting them to reinforce emotional literacy strategies at home and strengthen home-school partnerships.</li></ul>              | SLT, Teachers                          | <b>Observations</b> <ul style="list-style-type: none"><li>• Quality assurance – observations and jotter monitoring/pupil focus groups linked to health and wellbeing</li></ul> <b>Views</b> <ul style="list-style-type: none"><li>• Gather and interpret views from parents, carers, staff and pupils before and throughout the project. Use these views to inform planning and progress and to evaluate impact.</li><li>• Pupil voice surveys on confidence and emotional control, before and during approach roll out</li><li>• Staff and parent feedback on observed changes</li><li>• Case studies/small tests of change with individual pupils</li></ul> | From Jan 26   |
|                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Pupils will be actively involved in sharing their learning and understanding of Emotion Works through class discussions, sharing assemblies, promotion of pupil voice and ownership of their own emotional wellbeing strategies.</li></ul> | Pupils, Teachers                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | From Jan 26   |
| To implement the Keeping your Cool in School programme as a school approach to support emotional regulation, resilience and positive behaviour.                         | <ul style="list-style-type: none"><li>• Curriculum Integration – embed programme strategies into Health and Wellbeing lessons across all stages.</li></ul>                                                                                                                         | Led by SLT (school lead?), Teachers    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Aug 2025      |
|                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Align with Emotion Works, Nurture Principles, Decider’s Skills etc to ensure consistency.</li></ul>                                                                                                                                        |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sep 2025      |
| To develop universal, additional and intensive support strategies for all children to allow them to access the curriculum.                                              | <ul style="list-style-type: none"><li>• Support professional learning of staff team/PSA e.g. engagement with Inclusive Practice Team.</li></ul>                                                                                                                                    | SLT, Teachers, Inclusive Practice Team |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | From Aug 2025 |
|                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Create a whole-school HWB Standard informed by new and current practices and Fife Progressions.</li></ul>                                                                                                                                  |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |
|                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Update school Curriculum Rationale.</li></ul>                                                                                                                                                                                              |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |
| To implement Decider’s Skills framework for learning across the school, to improve emotional resilience, pupil self-regulation, supporting both learning and wellbeing. | <ul style="list-style-type: none"><li>• Curriculum Integration – embed skills into PSHE/ Health and Wellbeing Lessons, use Decider language and visuals across whole school.</li></ul>                                                                                             | Led by DHT, and PSA lead               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Oct 25        |
|                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Whole school approach – Deciders posters in key areas and classrooms, reinforce skills during assemblies, transitions and restorative discussions.</li></ul>                                                                               |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | From Aug 2025 |
| All pupils, in full attendance, will have access to a minimum of two hours PE each week.                                                                                | <ul style="list-style-type: none"><li>• Cowden in the community provide specialist PE provision across the majority of classes to support consistent, connected and progressive, whole school movement literacy programme.</li></ul>                                               | Cowden In The Community                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | From Aug 2025 |
|                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Using relevant data, we will work with Active Schools to identify opportunities to increase pupil engagement and participation in being physically active.</li></ul>                                                                       | Active Schools, PEPAS Lead             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | From Aug 2025 |

Ongoing Evaluation

| Progress | Impact | Next Steps |
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# Session 2025 -2026 Improvement Plan - Cowdenbeath Primary School



**ELC Improvement Priority:** To develop and enhance our core provision for learning through play.

## Education Directorate Improvement Plan:

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

### Focused Priority:

- To further increase practitioner confidence and empowerment to lead high-quality pedagogy, enhance children's experiences, and strengthen planning, tracking, and learning environments across our ELC setting.

### Why is this important now?

- The national Quality Improvement Framework for ELC settings will become statutory guidance from September 2025. Fife are also just about to published their updated guidance around core provision for learning. We want to engage with these resources to self-evaluate our offering and seek to enhance this for the benefit of our pupils and families.

## Quality Improvement Framework - Early learning and childcare quality indicators:

| Leadership                                                                                                                                                                                                     |                                                                                                     | Children thrive and develop in quality spaces                                                | Children play & learn                                                                                                                    | Children are supported to achieve                                                                                                                                                                                                                                   |                                   |
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| <ul style="list-style-type: none"> <li>• leadership and management of staff and resources</li> <li>• staff skills, knowledge, values and deployment</li> <li>• leadership of continuous improvement</li> </ul> |                                                                                                     | <ul style="list-style-type: none"> <li>• children experience high quality spaces.</li> </ul> | <ul style="list-style-type: none"> <li>• play and learning</li> <li>• curriculum</li> <li>• learning, teaching and assessment</li> </ul> | <ul style="list-style-type: none"> <li>• nurturing care and support</li> <li>• wellbeing, inclusion and equality</li> <li>• children's progress</li> <li>• safeguarding and child protection</li> </ul>                                                             |                                   |
| Expected Impact                                                                                                                                                                                                | Strategic Actions Planned                                                                           |                                                                                              | Responsibilities                                                                                                                         | Measure of Success                                                                                                                                                                                                                                                  | Timescales                        |
| Staff will have increased ownership and pedagogical leadership of change that results in positive impact on children's experiences within the nursery.                                                         | • Establish pedagogical leadership roles (e.g. Literacy/Outdoor Champion)                           |                                                                                              | ELC Team                                                                                                                                 | <b>Data</b> <ul style="list-style-type: none"> <li>• Audit shows improved quality indicators.</li> <li>• Improved evidence of progression.</li> <li>• Evidence of staff-led improvements through floor-books, reflection sheets and graffiti walls, etc.</li> </ul> | Aug 2025                          |
|                                                                                                                                                                                                                | • Create professional learning communities (PLCs) for collaborative inquiry                         |                                                                                              | EYOs, SEYO & EYLO                                                                                                                        |                                                                                                                                                                                                                                                                     | initiated by Sept 2025            |
|                                                                                                                                                                                                                | • Embed use of Quality Improvement Framework for ongoing self-evaluation                            |                                                                                              | HT, ELC Team                                                                                                                             |                                                                                                                                                                                                                                                                     | Termly review and action planning |
|                                                                                                                                                                                                                | • Involve staff in SIP co-design and regular review                                                 |                                                                                              | HT, ELC Team                                                                                                                             |                                                                                                                                                                                                                                                                     |                                   |
| Staff will have increased confidence in their skills                                                                                                                                                           | • Plan CPD aligned with staff needs (e.g. play pedagogy, interactions, literacy, numeracy, STEM...) |                                                                                              | HT, ELC Team                                                                                                                             |                                                                                                                                                                                                                                                                     | Aug 2025 – Jun 2026               |

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| and knowledge and leverage this to improve children's experiences within the nursery.                                                               | <ul style="list-style-type: none"> <li>Establish peer coaching and mentoring programme</li> </ul>                                                                                                                | ELC Team             | <ul style="list-style-type: none"> <li>Tracking for improved attainment.</li> <li>Improved analysis of planning formats.</li> </ul>                                                                                                                                                                                                                                                                                                  | Established by Oct 2025                  |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Introduce regular peer observations and feedback</li> </ul>                                                                                                               | ELC Team             |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Termly                                   |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Use reflective practice tools (e.g. journals, video reflection)</li> </ul>                                                                                                | EYOs, SEYOs          |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Termly                                   |
| Pupils will experience reviewed and refreshed, high-quality learning spaces that are responsive to their changing developmental and pastoral needs. | <ul style="list-style-type: none"> <li>Audit indoor and outdoor learning spaces using updated Fife core provision guidance, Realising the Ambition, Up Up and Away and Quality Improvement Framework.</li> </ul> | ELC Team             | <b>Observations</b> <ul style="list-style-type: none"> <li>Increased staff-led initiatives in planning.</li> <li>Observations of increased child engagement.</li> <li>Planning shows clearer links to child interests and progress.</li> <li>Increased peer collaboration.</li> <li>Parents engage more consistently.</li> <li>Increased staff engagement in PL activities.</li> <li>Observations show enhanced practice.</li> </ul> | Initial auditing in Aug - Sept 2025      |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Seek opportunities to increase child-ownership and voice in co-designing of spaces</li> </ul>                                                                             | ELC Team             |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Refreshed spaces in place Sep - Oct 2025 |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Review and improve where necessary, zoning and resourcing for flexibility</li> </ul>                                                                                      | ELC Team             |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Termly                                   |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Review and enhance trauma-informed and sensory-friendly spaces</li> </ul>                                                                                                 | ELC Team             |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Termly                                   |
| We will have improved approaches to planning and tracking children's progress and achievements.                                                     | <ul style="list-style-type: none"> <li>Review current planning cycle and if necessary, make adaptations to improve responsiveness.</li> </ul>                                                                    | ELC Team             | <b>Views</b> <ul style="list-style-type: none"> <li>Positive feedback from children and parents.</li> <li>Staff feedback shows greater confidence.</li> <li>Feedback from staff showing increased sense of ownership.</li> <li>Staff report confidence in tracking.</li> </ul>                                                                                                                                                       | Aug - Sept 2025                          |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Explore opportunities to embed CfE Early Level benchmarks, experiences and outcomes in planning and tracking practices and dialogue.</li> </ul>                           | EYT, ELC Team        |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Aug - Sept 2025; reviewed termly         |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Improve approaches to make quality assurance activities more effective.</li> </ul>                                                                                        | HT, EYT, SEYOs, EYLO |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Aug - Sept 2025; reviewed termly         |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Engage in moderation of observations and assessments</li> </ul>                                                                                                           | HT, EYT, EYPT, EYDO  |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Termly                                   |
|                                                                                                                                                     | <ul style="list-style-type: none"> <li>Review how we involve families in tracking and reporting through shared platforms and activities.</li> </ul>                                                              | ELC Team             |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Aug - Sept 2025; reviewed termly         |

#### Ongoing Evaluation

| Progress | Impact | Next Steps |
|----------|--------|------------|
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