

Crossgates Primary and Nursery Improvement Plan 2024-2025

Education Directorate Improvement Plan: Achievement				
Focused Priority: *Developing curriculum planning and delivery to ensure progression for all learners within a meaningful and relevant context.				
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>(*This is year one of a 3 year SCI)</p> <p>A range of stakeholders are involved in curriculum design</p> <p>Develop a flexible curriculum framework which meets all learners needs and is responsive to all learners' interests. Is current and relevant.</p> <p>Our curriculum reflects and makes use of our local context and engages our local community.</p>	<p>Gather views: Parents & Local Community – Open afternoon, focus group, CPT Group</p> <p>Pupils' views – assemblies, JLT, class evaluations</p> <p>Collate views – share back. (this is what you told us – is this correct?) (This information will then be taken into year 2 to be woven into progression pathways ensuring community and local</p>	<p>DHT – Mandy Paterson</p> <p>CT – Lisa O'Donnell</p>	<ul style="list-style-type: none"> ▪ Staff sessions – INSET & Twilights ▪ SIP – Each session (over 3 years) Curriculum Development will be detailed, and ongoing evaluations recorded against plan ▪ Parent focus group – discussion records, information shared, attendance info ▪ Open afternoon – photos, written feedback, notes of 	<p>By October have views and suggestions collated</p> <p>Block of 3 weeks at assembly & JLT. November '24</p> <p>Progress (You said, we did) to be shared back at parent interview evenings March '25.</p>

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<p>A progressive experience where all learners build on previous experience and links in prior learning. Pathways for the development of knowledge and skills are clear.</p> <p>Increased professional capacity in teachers, taking the lead with creative approaches to L&T</p> <p>Deepened professional knowledge and understanding in teachers regarding curriculum approaches, current literature and research on curriculum.</p> <p>All staff will track children's progress across the curriculum and use assessment evidence to support professional judgements to ensure all children's experiences are progressive.</p>	<p>context experiences are embedded throughout.) Professional Learning – Explore current research and policy on Knowledge vs Skills, CfE refreshed narrative, Fife Pathways</p> <p>Begin to map out P1-7 progression of knowledge expectations</p> <p>Evaluate current topic planning format with teachers. Invite suggestions, adaptations.</p> <p>PL – Deborah Kidd, Mark Priestley, Hywel Roberts – Curriculum Making, Creative Pedagogies Teachers take one aspect of learning and apply in practice. Evaluate and share with peers</p> <p>All staff develop understanding of Progress Framework. Use to track progress in learning and record interventions. All staff will use Progress for annual written report to parents/carers</p>	<p>Led by HT – For all teaching staff</p>	<p>verbal/informal feedback</p> <ul style="list-style-type: none"> ▪ Pupils – JLT minutes of meetings, notes of actions, records of pupil views gathered ▪ Assemblies – child friendly info shared, views gathered ▪ Planning formats developed ▪ Progression developed ▪ Staff document written by the teaching staff – our approaches to L&T ▪ Staff self-evaluation Evidence ▪ Class work and photos from topic work ▪ Photos and pupil accounts of local community work and involvement 	<p>Term 1 – 3x twilights (PL)</p> <p>Term 2 – 3 twilights (knowledge progression)</p> <p>Term 3 – 2x twilights (Topic plan evaluations)</p> <p>Term 3 - Time also allocated for planning/evaluating pedagogical approaches</p>
<p>Ongoing Evaluation</p>				

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Education Directorate Improvement Plan: Achievement				
Focused Priority: Writing – Focus on quality questioning and feedback to improve learner outcomes for all				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All learners will receive high-quality feedback on writing and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>All learners will be able to give effective feedback to peers on their writing and suggest ways in which they can improve.</p>	<p>Ongoing professional dialogue should support all staff to reflect on how feedback is given in their classroom. This dialogue will then be extended to look at consistency across the school which will have a direct impact on children’s experiences in all classes.</p> <p>SLT will work with the staff team to create a stage appropriate writing correction code to allow for consistency across levels. This will ensure we maintain high expectations of our learners and encourage pupils to strive to improve their work.</p>	<p>Led by CT Lisa O’Donnell</p> <p>HT to lead on correction code</p>	<p>Record of staff discussions/input</p> <p>Jotter evidence – records from jotter moderation exercise</p> <p>Classroom observations</p> <p>LP focus</p> <p>Attainment data - writing</p>	<p>Agreement on Correction Code and Feedback format Term 1</p> <p>Peer jotter moderation Term 2</p> <p>Focus of classroom visit 1 will be linked to work done on feedback/questioning</p> <p>Terms 3 & 4 AiFL will be revisited through 2x twilights</p>

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<p>Staff will use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher order thinking skills in all learners.</p>	<p>Staff will refresh themselves with our AiFL progression document, created by a staff working party. Continue to embed AiFL strategies to ensure this is consistent across the school and leads to all children experiencing high-quality learning, teaching and assessment.</p>			
Ongoing Evaluation				

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Education Directorate Improvement Plan: Achievement				
Focused Priority: all children will develop literacy skills through a balance of high quality interactions and experiences that are organised and freely chosen through play.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised support 2.5 Family Learning.		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Deepened professional knowledge and understanding in nursery staff regarding current literature and research on phonology and early literacy skills and how to use questioning effectively to encourage and promote the development of phonology throughout the nursery.</p> <p>Skilled staff using questioning and engagement to promote curiosity, independence and confidence to enable children to recognise the patterns spoken/heard in language and play with words and sounds.</p>	<p>Continued Professional learning about pre-writing skills professional learning to include phonology and pre-reading skills at early level.</p> <p>Looking outwards/working collaboratively with others in EYO exchange 24-25 and visiting other ELC settings to share good practice.</p> <p>Working collaboratively with P1 teachers in Wee Wonders programme to support new P1 children and share good practice</p>	<p>Led by DHT Gillian Waddell</p> <p>EYOs</p> <p>EYOs Mrs Whitley (P1) Miss Bett (P1) Miss Gibson (SFL)</p>	<p>PLJ/Seesaw evidence – moderation exercise</p> <p>Nursery observations</p> <p>LP focus</p> <p>Attainment data -literacy</p> <p>Staff sessions – INSET & Twilights. Record of staff discussions/input</p> <p>Parental engagement sessions, shared learning – photos, written</p>	<p>Term 1 3x twilights (PL)</p> <p>Wee Wonders programme (Settling N5 to new P1 class)</p> <p>Term 2 3 twilights (knowledge progression)</p> <p>Wee Wonders programme (professional collaboration)</p> <p>Term 3</p>

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Education Directorate Improvement Plan: Achievement				
Focused Priority: Nursery staff will develop curriculum planning and delivery to ensure skills progression within a meaningful and relevant context enhancing learner experiences.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
			1.2 Leadership of learning 1.3 Leadership of change. 2.2 Curriculum 2.3 Learning, Teaching and Curriculum 3.2 Securing children's progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All staff will track children's progress across the curriculum and use PLJ observations to support professional judgements to ensure children experiences are progressive.</p> <p>A progressive experience where learners build on previous experience and links in prior learning. Pathways for the development of knowledge and skills are clear.</p> <p>Increased professional capacity in nursery staff,</p>	<p>Professional Learning – Explore current research and policy on pre-literacy skills, CfE refreshed narrative, Fife Progression Pathways, ELC website</p> <p>PLJ monitoring, dialogue and feedback to team termly to discuss trends and plan for curriculum coverage.</p> <p>Professional dialogue in team meetings and in learning conversations along with evidence of learning in the</p>	<p>Led by DHT – Gillian Waddell</p>	<p>Planning formats reviewed and updated</p> <p>Progression of literacy provocations and activities developed</p> <p>Staff document written by the teaching staff – our approaches to L&T</p>	<p>Term 1 3x twilights (PL)</p> <p>Wee Wonders programme (Settling N5 to new P1 class)</p> <p>Term 2 3 twilights (planning for curriculum coverage)</p> <p>Wee Wonders programme (professional collaboration)</p>

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<p>taking the lead with creative approaches to provocations and planned learning experiences.</p>	<p>nursery to be used to develop a nursery planning guide to ensure progressive coverage of early level literacy from nursery entry to pre-school year.</p> <p>Begin to map out U3, N4 and N5 progression of experiences and activities in literacy throughout learning.</p> <p>Evaluate current planning format with nursery staff. Invite suggestions, adaptations.</p>	<p>Led by Nursery Teacher/ Principal teacher of Nursery</p> <p>EYOs</p>		<p>Term 3 2x twilights</p>
<p>Ongoing Evaluation</p>				
Empty space for ongoing evaluation content				