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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement |
| **Focused Priority:**  We will increase pupil leadership from P7 participation to a whole school approach in collaboration with the meta skills framework. |
| **HGIOS4 Quality Indicators** | **Quality Framework**  |
| **1.2 Leadership of Learning****2.3 Learning, Teaching and Assessment****2.4 Personalised Support****2.7 Partnerships****3.1 Ensuring Wellbeing, Equality and Inclusion**.**3.2 Raising Attainment and Achievement** | **1.1 Nurturing Care and Support****1.3 Play and Learning****2.1 Leadership of Change****2.2 Quality Assurance and Improvement****3.1 Ensuring Children’s Wellbeing****3.3 Developing a Staff Team** |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Increased Confidence and Agency: Children from Nursery to P7 will develop a stronger sense of ownership over their learning and school environment, leading to improved self-esteem, communication skills, and confidence in expressing their views.Enhanced Meta-Skills for Life and Work: Through structured leadership roles and the meta-skills progression framework, pupils will build essential skills such as creativity, problem-solving, collaboration, and self-management—preparing them for future learning and employment.Increased Inclusion and Equity: By embedding pupil voice in decision-making and involving children in the Equalities Group, all learners—will feel valued, heard, and empowered to contribute to a more inclusive school culture. | Develop a Whole-School Leadership StrategyCo-create a leadership strategy with staff, pupils, and stakeholders.This should include:Clear leadership roles for each stage (Nursery–P7)Inclusive opportunities for all learnersAlignment with school values and rights-based education Meta-Skills Progression FrameworkAction: Develop a progression pathway for meta-skills (e.g., creativity, self-management, social intelligence) using Skills Development Scotland’s Meta-Skills Toolkit.Audit current practice regarding teaching and planning for skillsMap skills to developmental stagesIntegrate these skills into leadership programmeUndertake staff training sessions, led by the working group on Pupil voice and leadershipMeta-skills development (using SDS framework to support). These sessions should include* + Twilight sessions
	+ Classroom Visits involving pupil equalities group
	+ Peer-led workshops
	+ Visits to other schools

Pupil Voice & Equalities GroupEstablish a pupil-led Equalities Group. Their role would include:Gathering views on inclusion, equity, and leadershipCo-design inclusive leadership opportunitiesActivities will include: Surveys, focus groups, creative feedback (e.g., drawings, storytelling)Regular dialogue with SLT and Parent Council5. Leadership Opportunities Across StagesCreate a framework of leadership roles, including a tracker for this:* + Nursery: Helper roles, choice boards, story leaders
	+ P1–P5: Class leaders, class reps, eco monitors,
	+ P6–P7: House captains, peer mentors, HWB and literacy leaders etc

Consistent display for this across the school in classes. | Staff leadership group will include:Lynsey Spridde (PT- Lead)Ellie HannahKaren I’ansonHelen Knowles- VentersAshleigh ButchartMichelle Stone |  Data Collection and AnalysisParticipation Rates: Track the number and diversity of pupils involved in leadership roles across stages..Pupil Voice: Conduct regular surveys, assemblies, and learning conversations to gather feedback on leadership experiences and perceived impactStaff Feedback: Use professional dialogue sessions and surveys to assess changes in staff perceptions of pupil leadership and its impact on learning.Parent/Carer Input: Collect feedback through parent councils, informal conversations, or digital forms to understand how leadership is perceived at home.Learning Walks and Peer Observations: Observe leadership in action during lessons, assemblies, and pupil-led initiatives. | Develop a Whole-School Leadership StrategyAug–Oct 2025Meta-Skills Progression FrameworkSept–Dec 2025Meta-Skills Progression FrameworkOngoing (Aug 2025–June 2026)Pupil Voice & Equalities GroupLaunch in Sept 2025Leadership Opportunities Across StagesAug 2025–June 2026 |
| **Ongoing Evaluation** |
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| **Education Directorate Improvement Plan:** Achievement |
| **Focused Priority:** * Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on for all staff on the use of digital technology.
* To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.
* To support staff to create highly effective lessons, underpinned by the 4-part model to ensure consistency.
* Analyse data to identify trends between SIMD, attendance and attainment to improve outcomes for pupils with a poverty related attainment gap.
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| **HGIOS4 Quality Indicators** |  |
| 1.3 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment2.4 Personalised Support2.6 Transition3.2 Raising Attainment and achievement3.3 Increasing creativity and employability |  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools.Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment leading to improved outcomes for all children.Across all classes, consistent and creative approaches in delivering high quality lessons will be utilised through a 4-part model. High quality feedback and clear differentiation will be evident, including challenge for able learners. Children/young people In P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels. Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum. | Professional Learning Activity* As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.
* All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills.

Enhancing learners’ experiences* Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs.
* Enable all staff to use digital tools to make learning and teaching more engaging.
* Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence.
* Staff will ensure they are able to always demonstrate safe and responsible use of digital technology.

Learning, Teaching and Assessment* Teachers will use their digital skills to plan appropriate learning based on Fife’s curriculum progression pathways.
* Teachers will use a range of digital tools to create and share explanations and to model learning processes.
* Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace.
* Teachers will co-create a clear 4 part lesson structure, which will be branded as the Duloch standard.
* Teachers will create resources to provide exemplars and visual aids for each part of the model.
* SLT to observe lessons and provide feedback on model implementation.
* Teachers will establish a feedback framework for P1-P7 (e.g., *What Went Well / Even Better If*).
* Assign improvement champions for each strand who will also consider ‘looking outwards’ (e.g. feedback and plenary, differentiation, accessibility, skills for learning, life and work, meta skills, learning intentions and success criteria, pedagogy, digital links).
* New framework to be shared with the wider parent forum
* Undertake a review of our home learning offering

Curriculum Rationale* Our Curriculum Rationale will be further developed to incorporate and reflect upon the school’s current areas of focus.
 | SLTAll staff identified a lead role within this work.Shaunni Hamilton- school digital lead | Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculumAnalysis of CFE and BASE/NSA dataAnalysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc**People’s Views**Staff views on use of digital technology to enhance learning.Self-evaluation (2.3) on strengths and next steps.Staff professional dialogue with school/cluster colleagues.Parent/carer views on children’s experiences.Children’s views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.**Observations**Forward planning documentation.Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.Focus for LP – analysis of learning experiences through the use of technology and the strategic work around high quality learning and teaching. | Term 4Term 4Term 3OngoingTerm 3 and 4Term 1 and 2Term 1Term 4 |
| **Ongoing Evaluation** |
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| **Education Directorate Improvement Plan:** Achievement |
| **Focused Priority:** To ensure all learners experience a rich, responsive, and equitable curriculum that reflects their interests, needs, and developmental stages. This aligns with Realising the Ambition: Being Me and supports high-quality early learning experiences. |
| **HGIOS4 Quality Indicators** |  |
| 1.3 Leadership of Change2.2 Curriculum2.3 Learning, Teaching and Assessment2.4 Personalised Support2.6 Transition3.2 Raising Attainment and achievement3.3 Increasing creativity and employability | Play and LearningExperiences and SpacesAssessment and ReportingInclusion, Wellbeing and EqualityLeadership of LearningRelationships and Partnerships |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Children experience a broad, balanced, and responsive curriculum.All learners, including those facing barriers, have equitable access to high-quality learning experiences, across all play rooms.Children’s progress is effectively observed, documented, and used to inform planning and next steps.Staff interactions consistently promote curiosity, creativity, and independence.Staff interactions are aligned with the Duloch Nursery Best Practice Model.Environments are inviting, well-resourced, well organised, and evolve based on learning interests.  | Audit and enhance learning environments to ensure they are rich, inclusive, and promote curiosity and independence. This will include pupil and family feedback.Develop staff understanding of high-quality interactions using Realising the Ambition. A review of current Best Practice Model and how the is implemented will be undertaken.Strengthen observation and planning processes to ensure they are child-centered, responsive, and inform next steps. This will involve whole staff engagement sessions led by the nursery teacher. Moderation of planning folders will continue. Professional dialogue sessions to share best practice. Provide targeted professional learning on curriculum design, play pedagogy, and inclusive practice. | All nursery staff led by SLT, teacher and SEYO’s. | Environment audits, learner engagement observations, feedback from staff and familiesPeer observations, PLJ's, improved quality of interactionsQuality of observations, planning folders, moderation activitiesStaff evaluations, impact on practice, learner outcomes | Term 1 Ongoing Term 4 |
| **Ongoing Evaluation** |
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