

Falkland Primary School - Improvement Plan, 2026-2027

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment:				
Focused Priority 1: Continue to enhance teaching, learning and assessment of writing to raise attainment by increasing the number of children predicted to complete second level by 6 pupils. Standardise our approach to learner feedback to ensure learners are able to talk about their next steps in learning including use of technology whilst supporting staff's ongoing professional learning linked to the Transforming Learning initiative.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and achievement		Playing, learning and developing Curriculum Learning, teaching and assessment		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Use of feedback both verbally and digitally will ensure children understand their next steps in learning. Predicted attainment in writing for P2/4/5/7 will increase by a minimum of 5% or 6 pupils. Staff confidence in their judgment of a level increases and this supports learning and attainment for all children. Most (75% plus) pupils in P7 will achieve second level in writing. Most (75% plus) pupils in P4 will achieve first level in writing. All pupils in early years will have access to technology and	- Selected staff working with children at first/second level to attend QI writing (cohort 1) to enable detailed analysis of pupil data and next steps to keep children on track as they move onto 2nd level. - Staff trained in QI writing to share approaches with colleagues across Freuchie and Falkland. - Targeted writing attainment group at P4 and P7 - Revisit Tools for Writing with all pupils participating in weekly writing lessons. - Engage in curriculum improvement, cycle sense-making resulting in a new Curriculum Rationale in nursery and school. - Staff input on Moderation Cycle from Education Scotland. - Whole cluster moderation event to ensure children working at all levels produce work at the expected level. - Plan smaller scale moderation events with local comparator schools looking at high-quality assessment IDL, and feedback on learning to close gaps. - Refresher session on effective feedback strategies and associated reading (Showbie)	AK/JW/CA AK/JW CA/KC/CM/KS HK/all staff HK/CA HK/CA HK/Cluster HTs HK/CA/Ladybank Cluster HTs and teachers CA/HK with Ladybank, Falkland, Pitlessie	- QI approach data collection and analysis. - Staff confidence surveys from QI writing team. - Pupil attainment/progression data. - Pupil voice around feedback options and impact on their learning. - Feedback before and after moderation events. - Staff feedback about pupil engagement in feedback - Pupil voice around the usefulness of feedback to improve skills, knowledge and understanding in writing. - Positive outcomes in lesson observations. - Pupils and parents feel safe in the digital space and have a better understanding of how technology supports learning.	- Starts Term 1 - Collegiate sessions throughout Terms 1 and 2 - Throughout year - INSET 2 - November INSET (am) - Twice across the year - Terms ½

support from staff to enhance their learning and meet their needs.	- Revisit AifL pedagogy – <i>unwritten rules for learning, teaching and assessment</i>. Amend L&T policy as required. - Revisit Learning, Teaching and Assessment policy with all staff with a focus on the pedagogy of feedback, co-creation of success criteria and . - Staff to explore how to share writing feedback digitally via Showbie for P5-7 and explore Apple teacher platform. - PSAs attend ipad /digital technology training. - Staff involvement in QI processes (EY). - Planning (golden thread) (EY). - Trackers – linking observations to Es and Os, identifying gaps to inform intentional planning (EY) - PLJs (shared moderation activity – strengths and next steps identified) (EY) - Explore Digital Schools Award.	Nursery Staff HK/CA/Stakeholders PSAs RD and Digital Leaders		- Terms ¾ - Terms ¾ - Throughout year at SE meetings - Throughout the session
Ongoing Evaluation				

Education Directorate Improvement Plan: Meeting Learner's Needs:				
Focused Priority: To engage all pupils in their wellbeing journey to further enhance relationships and resilience to ensure learner's needs are met.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and achievement		Nurturing care and support Wellbeing, inclusion and equality Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Pupils feel heard and use their voice to implement change resulting in Pupilwise data remaining consistent with an ongoing upward trajectory in categories linked to wellbeing i.e. bullying, safety and friendships. Parents and carers will have an active role in supporting positive relationships, reinforcing respectful behaviour, and working in partnership with the school to support wellbeing and prevent and respond to bullying so that children feel safe, included and supported. Nursery pupil's emotional and learning needs are met through skilled interactions and engagement with staff.	- All pupils complete the Glasgow wellbeing survey during Term 1 and repeat in Term 4 or before. Explore whether this can be completed via technology. - All stakeholders invited to participate in focus groups/coffee and chat linked to Fife's new anti-bullying policy in order to create a school action plan. Create a child-friendly version. - Alongside their children, parents will learn about our approaches to wellbeing, engage in meaningful discussion, and support the creation of a school anti-bullying action plan. - School representative/s to attend Relational Approaches network and disseminate to all staff. - Teachers, EYOS and PSA attend online Relational Approaches twilight/INSET sessions. - Nursery staff engage with CDC/ staff to further develop communication and learning tools to meet learners needs. - Nursery staff engage in Intensive Interactions training. - Nursery staff and pupils engage in Think Equal training/approach. - Further develop the Falkland Footsteps programme and attend Learning Through Landscapes training. - Work towards Rights Respecting Schools Silver Award. - Train all P6 pupils in Peer Mediation.	All Teachers HK/CA Parents/HK/CA HK HK All teacher, PSAs and EYOs Nursery Team Nursery Team HR/Nursery Team KC HK/LU HK	Pupil survey before and after data including ongoing use next session. Evidence from focus groups. Action plan evaluation. Pupilwise data. Action plan shared and read by as many stakeholders as possible. Aim to share via QR code at school events. All classrooms are safe, calm and support the needs of all pupils. This will be monitored during classroom observations including Learning Partnership visits. Staff feedback. Seek feedback from parents via school survey. Track staff confidence and use graffiti walls and PLJs to evidence pupil wellbeing and progress. Pupil/parents/staff feedback. Action plan worked through. Pupil behaviour and perception of behaviour is increasingly positive captured in discussions, surveys and focus groups.	Term 1 and Term 4 – review data at P and T meetings Term 1 Ongoing Termly Monthly Bi-annually Ongoing Term ½ Ongoing
Ongoing Evaluation				

