

Freuchie Primary School and Nursery Improvement Plan - Session 2024-2025

Education Directorate Improvement Plan: Achievement				
Focused Priority 1: - Enhance pupil understanding of their current levels of learning and next steps to ensure full engagement, pace and challenge within Literacy and Numeracy. - Use benchmarks for all curriculum areas to measure all children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2, 1.3, 2.3, 2.4, 3.2		1.2, 1.3, 2.3, 2.4, 3.2		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1. Most pupils in N-P7 have increased awareness of and understand their current levels and next steps in Literacy and Numeracy.	1a. Work collegiately to research and establish a consistent means of setting and sharing pupil targets with all pupils alongside enhancing their awareness of their CfE levels. Consider how/if to share this information with parents.	Headteacher Class Teachers/PSAs Pupils Collaborate with Falkland PS	- Analysis of Staff/Pupil/Parent views via surveys and feedback slips.	1a. Begin Term 1 and create termly targets/next steps if and where appropriate.
2. Attainment over time is tracked across the BGE for all pupils in N-P7 and used to identify progress of individuals and groups consistently ensuring pupils work at the correct pace and within context. (Healthy Living Survey link)	2a. Introduce new FC tracking tool, 'Progress' to all teaching staff, provide CPD in its usage including data analysis, and ensure accurate data transfer from TRAMS. 2b. Input and analyse data each term via planning and tracking meetings linked to records of understanding, pupil work, assessments, and teacher judgements.	Headteacher Class Teachers Fife Council	- Staff views collected before and after, and data analysed. - Analysed attainment data.	2a. Introduce August – September 2024 Time given in WTA to support this. 2b. Throughout the school year.
3. All staff will enhance their skills in planning, assessment, and differentiation to meet the needs of all pupils and enable full coverage and tracking of Es and Os across the BGE. (Healthy Living Survey link) All children will experience planned, progressive learning experiences across the broad general education.	3a. Work collegiately with cluster colleagues and all teaching staff to engage with Fife's 'Planning for Teaching and Learning' modules. 3b. Revisit and use forward plans and long-term planning overview format for all areas of the BGE. 3c. All staff focus on differentiation, feedback and AifL through our quality assurance calendar and professional reading. 3d. Revisit AifL, approaches, teach most	- HTs at Freuchie/Falkland/Ladybank) and CTs - HT/CTs - HT, CT, Cluster colleagues - HT/CTs/Pupils	- Classroom Observations - Professional dialogue comments - Staff feedback/views of plans - Pupil views via surveys and focus groups. - Jotter QA to understand consistency of feedback. - LP visit and feedback - Parent views on children's experiences of the BGE	3a. Terms 1 and 2 through collegiate meetings. b. Terms 1 and 2. c/d. Throughout session 24/25 – 3 observations, termly jotter evidence/pupil focus groups e. Term 1 2024/25

	<p>children how to self/peer assess and build in feedback sessions to ensure the LTA cycle is complete.</p> <p>3e. Revisit assessment calendar to ensure it is effective and manageable, and data is used to plan learning.</p>	- HT/CTs		
<p>4a. Most parents/carers understand their child's progress across the BGE.</p> <p>4b. All staff are able to use the reporting aspect of 'Progress' 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.</p>	<p>4a. Staff CPD to build understanding of new report structure within 'Progress'.</p> <p>4b. Create reporting leaflet to share with parents.</p>	<p>- Fife Council</p> <p>- HT/CT</p>	<p>- Parent Feedback from report/survey and possibly through target sheets.</p>	<p>4a. Term 4 of 24/25</p> <p>4b. Term 4 of 24/25</p>
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement

Focused Priority 2: - To understand our strengths and development needs within our digital culture to ensure we are meeting the needs of learners in our modern society. (2 to 3 year priority in line with potential of new digital allocation.)

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Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1. The whole school community will understand the resources we have available to us and what we need to acquire.	<ul style="list-style-type: none"> - Source and complete a school ICT/digital Literacy audit focusing on hardware, software, staff knowledge/skills and curriculum. - Make an action plan to guide our next steps towards a digital culture. - Visit local schools who have recently worked on ICT/their digital culture through their SIP to learn from their findings, actions and best practice. 	<ul style="list-style-type: none"> - Ali Kinnear - All staff 	<ul style="list-style-type: none"> - Staff views. - School audit. - Action Plan including completion of actions. - Staff confidence and engagement. 	<ul style="list-style-type: none"> - Begin audit and action plan term 1. - Share action plan in Term ¾.
2. Staff, pupils and parents will understand their skills and next steps to improve our digital culture.	<ul style="list-style-type: none"> - Audit as detailed above with parents, pupil staff involvement views sought. - Read and act on aspects of Fife and Education Scotland's Digital in School Strategy Digital in schools - Digital Strategy 22-25 - Update.pdf - All Documents (sharepoint.com) - Teacher digital literacy framework (January 2023 DRAFT) (education.gov.scot) - Begin to explore PICT tool and ICT progression pathways to drive the curriculum and self-evaluation. 	<ul style="list-style-type: none"> - Holly Kirkhope - Ali Kinnear 	<ul style="list-style-type: none"> - Staff/pupil/parent views. - School audit. - Action Plan including completion of actions. - Staff confidence and engagement. - ICT progressions and ROUs. 	<ul style="list-style-type: none"> - Term 1 - Term ½ - Terms 3 and 4.

Ongoing Evaluation

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