

Freuchie Primary School and Nursery - Session 2025-2026 Improvement Plan

Education Directorate Improvement Plan: Achievement (Year 2 of 3-year priority)

Focused Priority 1:

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning 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.

HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 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 range of digital tools and programmes. Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment specifically differentiation and feedback leading to improved outcomes for all children. All children/young people in P5/6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.	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 translating this to netbooks (where possible). • 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. • PRD sessions will include discussions about support and next steps in staff development using our ICT audit as a baseline and Apple PL offerings. • Visits to schools who use ICT successfully across the curriculum to learn from best practice. • Read Crafting a Digital Strategy with Pedological Intent - Showbie	<i>Priority Overseen by HK. Links with Transforming Learning leader at Falkland. TC/CW/JW working group</i> - All teaching staff - All teachers, EYOs, PT/HT, and support staff. - Headteacher, PT, teachers, EYOs and support staff. - Teaching Staff, EYOs - HK	Data Analysis of attainment data in Literacy, Numeracy along with identified areas of the curriculum. Analysis of CFE and BASE/NSA data. Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc Analysis of Leuvens and/or GMWP 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.	Starts November 2025 and will be ongoing throughout the session.

All staff will increase their knowledge of how to personalise learning using a range of software, digital skills, and accessibility tools to meet the needs of all children 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. All staff will use technology as part of teaching, learning and assessment (when appropriate) in their classrooms/the playroom. 90% of children will demonstrate 'on track' and/or increased ability and achievement in computer science and digital literacy.	Enhancing learners' experiences • Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. (Seesaw then Showbie) • Enable all staff to use digital tools to make learning and teaching more engaging. • Accessibility features will be available on ipads/netbooks to ensure learning is inclusive for children with ASN whilst promoting independence. • Staff will ensure they are able to always demonstrate safe and responsible use of digital. • Enable all children in P6/7 to access ipads and N-P5 access ipads and netbooks amongst other digital resources. Learning, Teaching and Assessment • All 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 such as the 4-part model. • Planning for key learning to be shared via digital platforms (Seesaw/Teams) to support P6/7 children/young people to access during and outside of lessons. • 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 involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria. • Use of in the moment assessment and feedback will be trialled using ICT. • Update the Learning, Teaching and Assessment policy to reflect changes in assessments. • Seek PL from ATSS team for assisted technology.	- Teaching staff and PSAs - Teaching staff, EYOs and support staff. - All staff - All staff - Teaching Staff - Teaching Staff - Teaching Staff - Teaching Staff/PSAs - Teaching staff/pupils - PT, teachers, pupil focus groups - HT/Parents/Pupils/All staff - Jim Millar	Feedback from Professional Learning activities. 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 (peer and by SLT) 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.	
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Our curriculum will be enhanced by the use of ICT and our practice will be clear through our updated curriculum rationale.

Curriculum Rationale

- Our Curriculum Rationale will be further developed to ensure that it is reflective of the experiences all children are engaging in across the school in relation to the use of digital technology.

- HT/Parents/Pupils/All staff

Ongoing Evaluation

Data input and analysis will be manageable and purposeful to support raising attainment in Literacy and Numeracy. Almost all children (90% plus) will know their levels of attainment, strengths and next steps in Literacy and	• All children will be actively involved in creating class and personal targets for Literacy and Numeracy. • Update the school/nursery assessment calendar to ensure it is relevant, inclusive and valuable. • Update the Learning, Teaching and Assessment policy to reflect changes in assessments.		Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences. Observations Focus for LP – analysis of learning experiences through the use of technology. Jotter moderation.	Term 1/2
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority 3 – Nursery Focus: - To further develop the use of planning and assessment to enhance learning opportunities and experiences within the early level. - To develop staff knowledge around digital tools through professional learning and pedagogy which will result in a positive impact on all children's learning. - To support, develop and promote healthy snacks and choices within the nursery setting.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support 2.7 Partnerships 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All nursery children will experience using a range of digital tools and programmes to enhance their learning. Through professional learning, all staff will develop their knowledge and skills of using ICT and digital tools within the nursery setting to enhance learning experiences for all children. Further incorporate the use of 'setting the table' and 'Fife's Fabulous Food' documents into practice to enhance healthy eating and food choice within the nursery setting.	Professional Learning Activity - All staff will enhance their knowledge around using 'switches'- to enhance learning opportunities in Nursery. Switch training with Maria Baxter – ATSS. - Link with Falkland nursery for PL around transforming learning and using a smart TV to its full potential. - To visit other nurseries to observe practice around menu/snack choice. - Visit other nurseries for good practice around medium-term planning (Auchtermuchty, Falkland and Westfield).	- EYOs/HR/CA - EYOs - EYOs - EYOs/HR/CA	PLJs Children's voice Floor books Observations/Self evaluation	Term 1 (August to Oct)
	Learning, Teaching and Assessment - Complete an ICT audit in the Nursery. - Use responsive and intentional planning to support the use of digital tools within the nursery setting. - Continue to use SeeSaw to document and share learning experiences. Look into Showbie for future reference.	- EYOs - EYOs/HR/CA - EYOs/HR/CA	Audit Staff survey Parents survey Children's voice	Term 1 and 2 (August to Dec)

To re-develop the room using the core provision after building works are complete – snack table, toilets. To continue to develop nursery forward planning in order to create a medium term/intentional promotion plan. Edit the long-term planning/QI calendar to make it bespoke to Freuchie nursery which will incorporate the Quality Improvement Framework.	• Use HENRY and the Eat Well guide to support the planning and choice of snack. • All staff to help create a food policy for Freuchie Nursery, linking with Falkland using FC template. • To review snack time to allow for a 2-week rotation. • To share information around healthy choices and packed lunches with families. • To develop independent toileting after building work is complete. • Create an intentional promotion planning document to be reviewed every 2 weeks. • Organise planning meetings for all staff to be included. • Create a working document/communication wall for staff to share and to help them keep up to date with any new development work. Self-evaluation • All staff to take part in regular self-evaluation using the Quality Improvement Framework and Fife’s updated self-evaluation documents. • Evidence to be collected and displayed through use of a floor book. • Revisit self-evaluation calendar to include cross-site self-evaluation activities with Ladybank and Falkland.	- EYOs - EYOs/HR/CA - EYOs/HR - EYOs/HR/CA - EYOs - EYOs - CA - EYOs/HR - EYOs/HR/CA/HK - EYOs/HR - HK/HR/CA	- Floor book - Self-evaluations - Staff voice/children voice/parents voice	Term 3 (Jan to Feb) Term 3 (Feb to Mar) Term 2 (Oct to Dec) Term 1 (Aug to Sept) Term 1,2,3,4 Term 1 (Aug)
Ongoing Evaluation				