

Freuchie 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 4 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. Revisit Tools for Writing with all pupils participating in weekly lessons Predicted attainment in writing for P5/6/7 will increase by a minimum of 10%. Staff confidence in their judgment of a level increase and drive learning and attainment forward for all children. Most (75% plus) pupils in P4 and P7 will achieve second level in writing. All pupils in early years will have access to technology and support from staff to enhance their learning and meet their needs.	- Staff working with children at first 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 approach with colleagues across Freuchie and Falkland. - Targeted writing attainment group at P2 and P6. - Engage in curriculum improvement cycle sense-making and review Curriculum Rationale in nursery and school. - Staff input on Moderation Cycle. - Refresher session on effective feedback strategies. Revisit AifL pedagogy – <i>unwritten rules for learning, teaching and assessment</i>. Amend L&T policy as required. - Staff to explore how to share writing feedback digitally via Showbie for P5-7 and explore Apple teacher platform. - Whole cluster moderation event to ensure children working at all levels produce work at the expected level. (tbc) - Plan smaller scale moderation events with local comparator schools looking at high-quality assessment IDL, and feedback on learning to close gaps. - 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).	AK/JW/CA AK/JW CA/KC/CM/KS HK/all staff HK/CA HK/CA/Ladybank KS/JW/HW Cluster HTs and teachers CA/HK with Ladybank, Falkland, Pitlessie Nursery Staff HK/CA/Stakeholders tbc	- 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 usefulness of feedback to improve skills, knowledge and understanding in writing.	- Starts Term 1 - Collegiate sessions throughout Terms 1 and 2 - Throughout year - November INSET (am) - Twice across the year - Terms ½ - Terms 3/4

Ongoing Evaluation

--

Education Directorate Improvement Plan: Meeting Learner's Needs:				
Focused Priority 2: To engage all pupils in their wellbeing journey to further enhance relationships and resilience to ensure learning 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. – Revisit outdoor learning with Learning Through Landscapes team to create an outdoor space that promotes wellbeing. – Teachers, EYOS and PSA to 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. – Work towards Rights Respecting Schools Gold Award.	All Teachers HK/CA Parents/HK/CA HK HK AK All teacher, PSAs and EYOs Nursery Team Nursery Team HR/Nursery Team HK/TC	Pupil survey before and after data including ongoing use next session. Evidence from focus groups. Action plan evaluation. 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 behaviour and perception of behaviour is increasingly positive and is tracked through surveys, discussions and focus groups.	Term 1 and Term 4 – review data at P and T meetings Term 1 Ongoing Termly Monthly Bi-annually Ongoing Ongoing
Ongoing Evaluation				

--