**Kettle Primary School - Session 2024-2025 Improvement Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority 1:**   * Plan a progressive curriculum for all children across eight curriculum areas ensuring that all children receive their entitlement to a broad general education. * Use benchmarks for all curriculum areas to measure 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** | | | | | |
| 1.2 – Leadership of Learning  1.3 – Leadership of Change  2.2 – Curriculum | | 2.3 – Learning, Teaching and Assessment  3.1 – Ensuring wellbeing, equality and inclusion  3.2 – Raising attainment and achievement | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Timescales** | **Measure of Success** |
| All children will experience planned, progressive learning experiences across the broad general education.  All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum  All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education. | **Professional Learning Activity**   * As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum: literacy and numeracy * All staff will use CfE benchmarks to engage in moderation activity linked to literacy and numeracy   **Forward Planning**   * All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. * Attainment and Forward Planning dialogues will support assessment within literacy and numeracy, linked to assessment evidence which informs professional judgements. * Staff will develop confidence in planning for assessment.   **Tracking & Monitoring**   * All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.   **Reporting**   * All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. * All staff will use the reporting aspect of the framework 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   **Learning, teaching and assessment**   * Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas | | SLT / teaching staff / EYOs | Dec 24  Jan 25  Dec 24  Dec 24  Feb/ Mar 25  October 24 – May 25 | **Data**  Analysis of attainment data in Literacy and Numeracy.  Analysis of CFE and BASE/NSA data  **People’s Views**  Teacher views on new system  Teacher professional dialogue with SLT at planning and tracking meetings  Feeback from moderation activity  Parent/carer views on children’s experiences  Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum  **Observations**  Forward planning documentation monitoring  Jotter sampling – literacy/numeracy and other curriculum areas  Classroom observations linked to identified areas of the curriculum (QA calendar) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority 2:**  Pupils will experience a consistent and coherent curriculum and pedagogical approaches, resulting in raised attainment in reading and writing.   * Embed high-quality learning, teaching & assessment across all stages. * Increase the number of children attaining nationally expected level in reading and writing. * Effective supports are in place for pupils at an additional and intensive level in order to secure pupil progress. | | | | | |
| **HGIOS4 Quality Indicators** | | **HGIOELC Quality Indicators** | | | |
| 2.2 Curriculum  2.3 learning, teaching and assessment | | 2.2 Curriculum  2.3 learning, teaching and assessment | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Timescales** | **Measure of Success** |
| All children will experience a curriculum that ensures progression, breadth and depth.  Assessment will be rigorous and moderated. A quality body of evidence is used to support assessment judgements and decisions about next steps.  Increased attainment of all children to ensure breadth and depth across all areas of literacy and numeracy. | 4 part model to be embedded across all stages.  Progression pathways to support planning across literacy and numeracy.  Staff will use standardised data to support CfE declaration.  Ensure teaching staff can access data we have available to use. Review of NSA, BASE, CfE, PowerBI to support attainment, learning and teaching decisions. Support discussion at planning and tracking meetings.  Moderation sessions and tasks with cluster colleagues.  Quality Assurance Calendar provides opportunity for whole school moderation exercises.  Ensure supports that are identified in Summaries of Supports are in place in classrooms.  ~~Use of Up, Up and Away & Circle Document to support professional development and enable team to reflect and evaluate literacy and numeracy provision across the learning environment.~~  ~~Use of Up, Up and Away document to plan intervention for individual pupils.~~ | | Teaching staff  SLT & teaching staff  SLT / teachers / EYOs  Teachers / SLT  SLT | Ongoing  Jan – June 2025  Ongoing  (T3 & T4)  Ongoing  Inset day 4  Inset 3 – November 2025 | Jotter evidence  Pupil Feedback  Classroom observations  Surveys to understand staff confidence before and after.  Feedback given to/shared with staff from school/classroom visits  Extended Learning Partnership  Planning and tracking meeting minutes  Attainment figures...  Circles data  Up, Up and Away data  eLIPs data |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority 3:**   * ~~Create a range of family learning opportunities at universal and targeted level to engage and connect with families.~~ * Clear and consistent communication to be established between school and families incorporating communication of key information and communication in relation to learning. * A clear plan for ~~home~~ learning at home to be devised and shared with parents and families, | | | | | |
| **HGIOS4 Quality Indicators** | | | | | |
| 1.2 – Leadership of Learning  1.3 – Leadership of Change  2.2 – Curriculum | | 2.3 – Learning, Teaching and Assessment  3.1 – Ensuring wellbeing, equality and inclusion  3.2 – Raising attainment and achievement | | | |
| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Timescales** | **Measure of Success** |
| Universal  All families will be given opportunities to engage in a range of family learning activities designed to enable parents to support their child’s learning.  Family satisfaction related to family learning engagement increased from most parents agreeing that they have accessed to opportunities for family learning to almost all families  Targeted  Families receiving specific family learning designed around the needs of their child/ family.  Family awareness of the specific needs of their child and what they can do to support them are enhanced.  A range of targeted approaches to family learning designed and on offer to specific families on an ongoing basis. | All staff will engage with Education Scotland’s family learning toolkit,  All staff will design and deliver a range of family learning activities aimed at enabling parents to support their child’s learning.  A rolling yearly programme of activities will be created and shared with families.  Families will be offered termly opportunities to attend a meeting to identify their specific family learning needs.  A range of partners will be identified to design and deliver a range of family learning activities specific to identified family needs. | | All staff  SLT / Teachers / EYOs  Headteacher | HT INSET day 2 August  September (collegiate time)  August  October  August | Parental questionnaire pre and post implementation  Parent engagement in family learning opportunities increasing from majority of parents to almost all.  Minutes of meetings.  Survey of parental satisfaction. |