

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
1. Focused Priority: To establish a consistent, high-quality approach to learning, teaching, and assessment that ensures appropriate challenge, increases engagement, and uses assessment data effectively to drive progress for all learner				
HGIOS4 Quality Indicators 2.3		Quality Improvement Framework		
Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Increased engagement: The majority of children will be more actively involved in their learning, with less time spent listening to teacher-led instruction. Appropriate challenge: All children, including those requiring additional support, will experience learning activities that are well-matched to their abilities and offer appropriate challenge. Improved progress: More reliable teacher professional judgements will lead to better-targeted	Define High-Quality Teaching: Staff will collaboratively develop a shared agreement on "what a good lesson looks like" to ensure consistency across all classes. Embed Lesson Structure: Consistently implement the recently introduced four-part lesson structure, focusing on increasing the pace of learning and active participation. Streamline Planning: Review and streamline planning documents. Strengthen Moderation: Conduct regular moderation sessions for literacy and numeracy work to develop a deeper, shared understanding of national Benchmarks and progression pathways.	Acting Headteacher: Lead the development of the shared teaching agreement and monitor implementation through the quality assurance calendar. Class Teachers: Implement consistent lesson structures, use assessment data for daily planning, and participate in moderation. Support Staff: Assist in the delivery of targeted interventions and support children's use of assistive technology	Quantitative Data: Analysis of attainment data in literacy and numeracy to identify improved progress over time. Reviewed termly at planning and tracking meetings. Monthly review of data and impact of interventions with Support for Learning. Direct Observation: Regular learning walks and formal classroom observations showing consistent application of the four-part lesson structure and high levels of pupil engagement. Extend learning partnership feedback will focus on engagement, pace and challenge. People's Views: Pupil focus groups and surveys (e.g., How Good is OUR School?) showing children feel more challenged and understand their learning targets.	August–September 2026. • Create format and planning structures • Collaborate and agree expectations for learning • Introduce Read Write Inc approaches • Establish Tracking and monitoring processes • Use standardised assessments to support teacher judgements

support, allowing children to reach their full potential, particularly in literacy and numeracy. Empowered learners: Children will have a clearer understanding of their learning targets and "steps to success," taking greater responsibility for their own progress	Prioritise professional learning for early years staff to develop high-quality, meaningful play experiences that balance child-initiated and adult-led learning. Moderate and review the quality of "steps to success" and involve children in their creation so they better understand how to improve their work. This will be discussed during Bingo Ball reviews of children's learning. Feedback will then be shared with teachers to facilitate a professional discussion. Review effective practice within the cluster and link with Support for Learning and Educational Psychologist to increase the use of assistive and digital technology to remove barriers and support children in accessing learning independently Class teachers visit other multi-composite classes within the cluster to moderate pace of learning and learning environment. Specific professional development in the strategies and techniques for teaching sounds, blending with links to spelling and reading. QI methodology and discussions around improving confidence and skills within teaching of writing across all stages.		Select key children and use Leuvs scale of engagement to track engagement. Product Analysis: Regular monitoring of children's work jotters to ensure "steps to success" are being used effectively and feedback is leading to improvement Children with Summaries of Support will be tracked more closely looking at learning and attainment termly. Interventions will be closely monitored, and evaluations will detail achievements and data from baseline and end of intervention will show impact on learning. Feedback from planning and tracking meetings will inform if interventions are making meaningful developments to learning and skills.	- From data establish targeted interventions. October 2026 - Begin QI Methodology for writing across the school - Evaluation through moderation - Quality Assurance of Teaching and Learning November 2026. January 2027 – Extended Learning Partnership to review and evaluate progress and standards. Review of moderation impact: March 2027. Final evaluation of impact: June 2027
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Ongoing Evaluation

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2. Focused Priority: To significantly raise attainment in literacy and numeracy by embedding robust assessment practices, ensuring high expectations for all learners to close the attainment gap.				
HGIOS4 Quality Indicators 3.2		Quality Improvement Framework		
Attainment in literacy and numeracy Attainment over time Overall quality of learners’ achievement Equity for all learners				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

Improved Literacy Foundations: All P1–P3 children will demonstrate increased confidence and skill in decoding, blending, and encoding. Enhanced Writing Quality: Children at all levels will produce more regular, extended pieces of writing with improved technical accuracy in spelling and grammar. Numeracy Progress: Most children will achieve expected levels in numeracy, particularly in subtraction, fractions, and solving two-step problems. Equitable Outcomes: Children identified as "outriders" or those affected by socio-economic disadvantage will receive targeted, high-impact interventions tracked via the "Identify the Gap" tool	Fully implement "Read, Write, Inc" principles across all classes. Writing Standards: Introduce the Fife Writing Pack and daily writing opportunities, ensuring every child completes at least one piece of extended writing per week. Robust Assessment: Establish termly "Planning and Tracking" meetings between teachers and the HT to triangulate NSA/BASE data with teacher professional judgements. Moderation Cycle: Participate in school-based and cluster moderation sessions focused on the National Benchmarks to ensure consistency in standards, particularly in literacy and numeracy. Equity Monitoring: Use the "Identify the Gap" matrix to analyse SIMD data, care experience, and young carer status to ensure PEF-funded interventions are effectively targeting those most in need. Handwriting and Presentation: Review and share a revised school handwriting policy to improve the legibility and presentation of children's work in jotters	Acting Headteacher: Lead planning and tracking meetings, oversee the "Identify the Gap" tool, and lead cluster moderation. Class Teachers: Deliver daily literacy and numeracy lessons, maintain digital tracking folders (TEAMS Tile), and lead peer assessment initiatives. Support for Learning (SfL) Teacher: Support the analysis of assessment data and facilitate targeted interventions for identified groups	Quantitative Data: Analysis of Reading Age, Writing Age, and standardized assessment data (NSA/BASE) to evidence a reduction in the attainment gap. Direct Observation: QA calendar learning walks focused on the impact of "Read, Write, Inc" and the consistency of teacher-led literacy/numeracy inputs. People's Views: Use of the "Bingo Ball" method and How Good is OUR School? (HGIOURS) to gather pupil feedback on their own confidence and progress. Evidence: Regular jotter moderation to verify the quality of extended writing and the effectiveness of "steps to success" feedback	August 2026: Embed Fife Writing Pack and "Read, Write, Inc" daily practice. October–November 2026: First cycle of tracking meetings and initial "Identify the Gap" analysis. January 2027: Interim attainment data review (NSA/BASE) and moderation of writing across the cluster. May–June 2027: Final evaluation of PEF impact and achievement of CfE levels
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Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways	
3. Focused Priority: To establish a robust health and wellbeing curriculum and robust tracking of wellbeing to ensure it is progressive and meets the needs of all children.	
HGIOS4 Quality Indicators 3.1	Quality Improvement Framework
Wellbeing Inclusion and equality	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales
Children will experience a better-planned, progressive HWB curriculum tailored to the specific context of Kettle Primary School. All children will be supported in their wellbeing and receive targeted support where necessary. Emotional Regulation: Through the introduction of "Emotion Works," children will gain a common language and specific strategies to manage their emotions and re-engage with	Curriculum Alignment: Implement the Fife Planning and Progression Pathways for Health and Wellbeing for every year group to ensure breadth and depth of learning. Emotional Literacy: Procure and embed the "Emotion Works" programme, including the use of "fix-it folders" and common scripting across all classes. Daily Check-ins: Introduce universal daily wellbeing check-ins using digital technology (Showbie) and physical tools like the "5 Ways to Wellbeing". Inclusive Environments: Refresh "Circle Audits" for all classrooms to ensure environments are equipped to engage all children, particularly those with additional support needs.	Acting Headteacher: Lead the procurement and implementation of Emotion Works, chair monthly wellbeing analysis meetings, and oversee the "Identifying the Gap" tool. Support for Learning (SfL) Teacher: Lead the "Circle" environment audits and collaborate on tracking the impact of HWB interventions. Class Teachers: Deliver the HWB pathways, maintain daily check-ins, and ensure "calm	Quantitative Data: Analysis of results from the GMWP tool and tracking of attendance and exclusion data. Direct Observation: Monitoring of classroom environments (via the Quality Assurance calendar) to ensure consistency of visuals and the effective use of "calm corners". People's Views: Pupil feedback gathered through Showbie check-ins and the "Bingo Ball" method to gauge confidence in talking about their rights and wellbeing. Product Analysis: Review of class charters and the impact of the "right of the week" on daily interactions as evidenced in school assemblies Leuvans scale of wellbeing will be used to track and support wellbeing of targeted children.	Procure "Emotion Works" and implement HWB pathways: August 2026. Complete refreshed "Circle Audits": September 2026. First cycle of Glasgow Motivation and Wellbeing Profile: August/September 2026. Monthly Wellbeing Analysis meetings: Commencing May 2026 and continuing termly. Interim review of diversity and inclusion initiatives: January 2027

learning more quickly. Active Engagement: Children will feel more included and supported in their learning environments due to refreshed Circle Audits and consistent classroom visuals. Early Intervention: Daily check-ins (e.g., via Showbie QR codes) will allow children to share worries confidentially, ensuring staff can respond to individual needs immediately. Children will have increased opportunities to promote and celebrate inclusion and diversity, deepening their	Wellbeing Data Analysis: Utilise the Glasgow Motivation and Wellbeing Profile (GMWP) three times a year to gather robust data, which will be reviewed during monthly Wellbeing Analysis meetings with the SfL and Child Protection teams. Targeted Equity: Use the "Identifying the Gap" matrix tool to track the progress and wellbeing of specific cohorts, including care-experienced children and those affected by socio-economic disadvantage. Diversity Awareness: Introduce library resources that celebrate inclusion and diversity, and create planned opportunities for children to explore their roles as global citizens. Staff to attend Think Equal Training and support delivery within school and nursery.	corners" are utilised effectively		
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understanding of different races and cultures through the Think Equal approach.				
Ongoing Evaluation				