**Kingsbarns Primary School**

**Improvement Plan**

**24-25**



|  |
| --- |
| **Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing** |
| **Focused Priority One: Improving Use of Digital Technologies specifically using digital tools to enhance and support teaching and learning (Two year plus plan). Staff will provide high quality learning experiences with the support of the increased use of digital technology and a focus on digital literacy. Learners will experience a range of learning which has been enriched and supported by digital technology.** **Almost all learners will be able to give relevant and meaningful examples of how digital technology has enriched and supported learning.** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 2.4 personalised support, 2.3 Learning teaching and assessment. 2.2curriculum |  |
| **Expected Impact**  | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success (Triangulation of Evidence/QI Methodology) Timescales** | **Timescales** |
| All pupils know the importance of digital safety in school and at home.(relating to age and stage). Making all children safer online. Pupil Feedback – almost all pupils can describe features of charter appropriate to age and stage (possibly P1 to P3 and P4- P7).All pupils can feedback on what is in their charter and how it is relevant.School has established a clear vision of digital safety for all stakeholders – based on links below.[CRIS.png (1260×709) (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/fi/public/digital/uploads/sites/13856/2023/01/27153237/CRIS.png)[Cyber Resilience and Internet Safety – Fife Digital Learning and Literacy Progression (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/fi/digital/cris/) | Scanning existing digital safety policies (WAGOLL)Creating agreed digital safety charter for pupils/ staff/ parents.Parent questionnaires/consultation pupil questionnaires/ staff questionnaires.Whole staff attendance at Cyber resilience and internet safety twilight. | Sarah Sturrock (Canongate PS Digital Lead), Patricia Shafren and Holly BirseAll staff to be included in implementationParent GroupDigital LeadersGemma Sanderson | Agreed digital safety charter on display (child friendly version)Pupil questionnaire and pupil voice session results analysis. Tracked incidentsQuestionnaires resultsPhotos/ displays from Internet Safety Day. | Creation/ consultation in Term term 2Charter launched in Term 3Safer internet day beginning FEB - AssemblyReview and finalised in Term 4Cyber resilience training 18th September 3:30 to 5:00.Al staff attending |
| All stakeholders will have a shared understanding of what digital literacy is.Almost all children in second level will be able to give examples of the 9 elements of digital citizenship. | Develop shared understanding of the 9 elements of *digital citizenships – digital access/ digital commerce/digital communication/ digital literacy/ digital etiquette/ digital law/ digital rights and responsibilities/ digital health/ digital security.*Professional  | Sarah Sturrock – Canongate Digital LeadHolly BirsePatricia ShafrenDigital Leaders | Wall displayPupil voice discussionClassroom observatins | Posters in Place by Feb inset. |
| All children benefit from effective coverage and progression of benchmarks in digital literacy meeting their entitlement. | Data Handling – in context.One other programme to be confirmed.Increased capacity with staff to know how to access and use systems.Planning and assessment will be streamlined – new overviews introduced.Adopting digital literacy and learning records of understanding across the school. Possible Twilight sessions on use of One Note and agreements on storage / Teams – still in discussions | Gemma SandersonSarah Sturrock – Canongate Digital lead.Holly BirseDigital LeadersAll teaching staff. | * wall displays throughout school show progression in use of Excel and relating to other areas of the curriculum.
* Displays highlight a variety of digital tools. (Canva/ Excel/ Word/ Photoshop)
* monitoring of planning, able to view pupil work/ feedback from pupils
* Triangulation of planning
* Classroom observations
* Pupil work folders -Evidence of Glow being used more consistently at second level and no longer using room folders for saving work. Able to save work on cloud.
 | 11th SeptemberTwilight on basic use of Excel documentsDisplays by end of term 2 |
| All children will benefit from further enhancement of digital devices to make learning accessible.Leadership groups can share evidence they have gathered to track improvement journey. | Pupil leadership groups to use sways and Microsoft Forms to gather data from the school. Reaffirm the use of net book and digital cameras to record videos, sounds and pictures to evidence learning. Symbolised environment – to have agreed standard in each class. | PSAs to lead on this with LST Karen Stillman | Classroom observations, learning partnerships and pupil feedback shows that learning is being enhanced by increased use of programs such as immersive reader.Children with ASN are fully supported in their environment through an agreed symbolised environment. | PSA digital pedagogy Inset session Feb In service held in Canongate.Symbolised environment enhanced– by end of term 2 |
|  |  |  |  |  |
| Ongoing Evaluation |
| This should be updated as part of on-going cycle of self-evaluation |

|  |
| --- |
| **Education Directorate Improvement Plan: Achievement** |
| **Focused Priority 2: Literacy – improving writing pedagogy and attainment. Implement systems for writing agreed for new writing policy and handwriting policy and include review and moderation of our adoption of new text types.** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 2.2 – Curriculum2.3 – Learning, Teaching and Assessment3.2 – Raising attainment and achievement |  |
| **Expected Impact**  | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success (Triangulation of Evidence/QI Methodology) Timescales** | **Timescales** |
| Evidence of improved fluency and legibility of handwriting across the school – Most children will show improvement.  | All staff using the new handwriting policy.All teachers are planning for intervention groups to be run by PSAs.Focused peer support session led by handwriting ambassadors (pupil leadership role). | All Staff – including PSAsSLTHandwriting ambassadorsFiona Mason Canongate lead to support.Cluster PT – supporting Text types | Jotter monitoring of target groups – comparison of pre and post interventions.In writing assessments evidence of meeting E and O of improved legibility.Almost all children by the end of P2 will be adopting correct letter / number formation with correct starting point.  | Jotter moderation – termly.Ambassadors in place– term 1.Displays evident in term 2.Moderation first session in Term 2 – by end of November. |
| Improved outcomes for children in writing through developing understanding of different text types. | Staff Collegiate sessions for moderation of text types.Moderation of One chosen text type (x 3)Staff supported in completion of new writing assessment grids.Lesson Study Model approach – using agreed text type teaching. | Elizabeth CoeLynne Beckett (DHT CanongateWriting ambassadors | Writing displays will show evidence of learning across tools for writing and creating written texts.Focus pupil groups – (attainment gain can be included here – P4 – 6)Most children in focus groups can describe key features of a text type they are working on. | One moderation per term in collegiate diary. |
| All children will benefit from robust assessment and feedback expectations in writing. | Implementation of new writing policy will need built in time for reflection/ necessary changes.Focused feedback groups (pupils) on discussing next steps in writing.Agreed minimum expectation for display of writing in class/ school to include key features of the text type being studied.Agreed assessment dates and procedures. | Elizabeth CoeLynne BeckettUniversal support – twilight from Cluster PT (Jenni) | Most children will know their next steps in writing and be able to give examples. Most children will know their strengths in writing.  | Twilight tbc with cluster PT |
| Ongoing Evaluation |
| This should be updated as part of on-going cycle of self-evaluation |

|  |
| --- |
| **Education Directorate Improvement Plan:** Achievement |
| **Focused Priority 3:** * Plan a progressive curriculum for all children across identified curriculum areas ensuring that all children receive their entitlement to a broad general education.
* Use benchmarks for identified curriculum areas to measure children’s progress and achievement of a level in technologies (specifically digital literacy), health and wellbeing and writing using a range of assessment evidence to inform professional judgements.
 |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.2 – Leadership of Learning1.3 – Leadership of Change2.2 – Curriculum2.3 – Learning, Teaching and Assessment3.1 – Ensuring wellbeing, equality, and inclusion3.2 – Raising attainment and achievement |   |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
|   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 activities, ensuring all children are making progress across health and well-being, Technologies (digital literacy) and writing. 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. Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can support children in their learning across the curriculum  |   **Professional Learning Activity*** As part of collegiate sessions, staff will engage in professional dialogue on assessment of identified curriculum areas: Technologies (digital literacy), writing, health, and wellbeing.
* All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to writing, Technologies (digital literacy) and health and wellbeing.

 **Forward Planning*** All staff will use the progression pathways for literacy, numeracy, Technologies (digital literacy) and health and wellbeing to ensure planned learning experiences are progressive for all children.
* Attainment and Forward Planning dialogues will support assessment within identified curriculum areas 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 individuals 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 framework's reporting aspect to complete end-of- session reports to ensure all parents/carers have access to an annual written report informed by professional judgements.

 **Learning, teaching and assessment*** Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas.

 **Curriculum Rationale*** Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE.

  |   Led by DHTAll staffDigital – Sarah Sturrock- Canongate          Led by HTAll staff                    SLTAll staff         SLTAll teaching staff  DHT Lynne BeckettSLTAll teaching staff |   **Data**Analysis of attainment data in Literacy, Numeracy along with identified areas of the curriculumAnalysis of CFE and BASE/NSA data **People’s Views**Teacher views on new systemTeacher professional dialogue with SLT at Tracking & Attainment MeetingsFeeback from moderation activities at school and cluster level. Parent/carer views on children’s experiences of identified curricular areas. Children’s views gathered through class groups and pupil focus groups on the learning experiences across writing, Technologies (digital literacy) and health and wellbeing.  **Observations**Jotter sampling – writing. Classroom observations linked to identified areas of the curriculum.      | Cluster Twilights (4 hours from term 1-3) collegiate time.Total of 5 hours from Collegiate hours given for training/ reporting. The timescale will be in line with any training we receive.Reporting training in Term 4Term 2  Term 1 and Term 3   End of term 2 2024Mid-term 4 2025    Term 2 and Term 4          Term 1 and Term 3Term 1 and Term 3                |