

Session 2026-2027 Improvement Plan

Kirkcaldy West Primary School and ELC

Education Directorate Improvement Plan: Learning, Teaching and Assessment				
School Focused Priority 1: Support and enhance the delivery of high-quality learning, teaching and assessment across the BGE				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 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 learning and teaching. Focus on digital tools, play pedagogy and concrete materials. Through professional learning all staff will enhance their skills in using digital tools, play pedagogy and concrete materials to deliver high-quality learning, teaching and	- All teaching Staff will engage in professional learning in the use of digital tools (iPad and Apple TV) to enhance the quality of learning, teaching and assessment. - All teaching staff will engage in professional learning to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. - All teaching staff will engage in professional learning to	All Staff, led by Lesley Rae, Jennifer Bell and Carly Grace All Staff and led Lindsey Lethbridge and Leanne Baillie Led by HT and P6 and P7 teachers and PT Literacy and	Analysis of attainment data for whole school and cohorts Staff feedback from Professional Learning activities and priority self-evaluation activities Parent/carers views on children's learning experiences. Children's views gathered through pupil focus groups on the use of digital technology, play and concrete materials to support and enhance learning Forward planning tracker and feedback record	

assessment leading to improved outcomes for all children Children across the school will become more skilled in using digital tools to support learning, preparing them with skills for learning, life and work. Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed to ensure they can support children in their learning across the curriculum. All staff will have a clear understanding and a consistent approach to gathering assessment evidence across the BGE. This will ensure robust professional judgements and ensure all children are making progress across all areas of the curriculum	improve their knowledge in using digital tools to gather assessment evidence to plan for next step in learning. • In P6 and P7 teaching staff will engage with Digital Portfolios to showcase learning over time in Showbie • Parent/carers workshops on using digital tools and accessing showbie • Staff will engage in professional learning regarding the importance of play and implementing this into the classroom. (numeracy as curricular area) • Staff will engage in professional learning on high-quality observation and assessment that inform next steps to develop play pedagogy.	Numeracy Balwearie High School	Classroom observations/LP linked to the use of digital technology, play pedagogy and concrete materials to enhance learning, teaching and assessment.	
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	• Staff will collaborate and create an agreed approach to assessment strategies and evidence gathered across the BGE. • Staff will collaborate with stage partners within school and across the cluster to develop HQA in reading (linked to the Super Six) • Professional dialogues during planning and tracking meetings will support assessment evidence across all curricular areas to inform professional judgements.			
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Learning, Teaching and Assessment				
School Focused Priority 2: Develop numeracy and math curriculum and ensure high-quality learning, teaching and assessment experiences for all children				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 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 staff across our school will enhance their learning and teaching skills in numeracy and math by agreeing on a lesson structure. This will ensure that all children experience high quality learning experiences both indoors and outdoors.	All teaching staff will engage in professional learning in the structure of a lesson including the conceptual and the abstract together (where appropriate) All pupil support staff will engage with professional learning in conceptual numeracy and mental math, developing their understanding of how best to use a	All Staff and led by HT and Deputes	Analysis of attainment data Analysis of data for identified cohorts Teacher/PSA feedback Feedback from moderation activity Children’s views Forward planning discussions and feedback Jotter monitoring numeracy Classroom observations	

All staff across our school will develop their pedagogical knowledge and expertise in numeracy and math (concrete, pictorial and abstract) and mental arithmetic. This will ensure children's understanding of math concepts and increase automaticity. All staff across our school will adopt an agreed, consistent approach in using learning pathways and conceptual numeracy strategies to ensure progression, breadth and depth in children's learning. All staff across our school will develop an agreed approach to gathering assessment	range of concrete and visual materials. All teaching staff will have a weekly timetabled slot for taking numeracy/math outdoor Across the school, class numeracy and math resources agreed, distributed and recorded as a class pack. All other resources stored in agreed space. All staff will collaborate to create numeracy 'learning bags' for revision and consolidation of key concepts P1-P7 All staff to ensure that numeracy and math working walls support children's learning and share children's learning.		Focus for Learning Partnership	
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evidence. This will ensure that professional judgements are accurate and ensure appropriate challenge and pace for all children.	All staff to ensure that all resources required are labelled and accessible for all children. Throughout school, staff will engage in a small test of change regarding play in numeracy and math. Planned opportunities for staff to look outwards and observe in other schools. All staff (our school and cluster) will collaborate to create a consistent approach in using conceptual strategies progressively across P1-P7. P6 and P7 staff will collaborate with cluster high school to moderate and support the learning, teaching and assessment of numeracy and math			
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Curricular Pathways				
School Focused Priority 3: To improve achievement outcomes by strengthening the quality, consistency and equity of achievement opportunities (P6 and P7 only)				
HGIOS4 Quality Indicators		Quality Improvement Framework		
• QI 1.3 - Leadership of Change • QI 1.5 - Equity • QI 2.2 - Curriculum • QI 2.3 - Learning, Teaching and Assessment • QI 3.2 – Raising Attainment and Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
A consistent approach to tracking and recognising a range of achievements for all learners in P6 and P7 Partners will be more integrated in supporting wider achievements A consistent approach to recognition and celebration that values personal	Track achievements using the 4 contexts of learning 1. Achievement Planning - School wide calendar of achievements to be mapped into 4 contexts of learning. Planning for FDA experiences linked with partners for leadership, enterprise, volunteering /work experience /personal achievement. 2. Microsoft form termly to obtain personal	P6 and P7 teachers	Data: Analysis of tracked achievements, gaps/trends, improvement over time. Views: pupil focus groups, Parent/carer and partner,-focus groups surveys/meetings Observations: Learning Partnership Focus	

achievements of all learners in P6 and P7 Utilise accreditation where appropriate to recognise and celebrate achievements across the BGE including leadership, enterprise and volunteering Children can articulate their achievements and skills and take responsibility for ensuring they continue to add value to their achievements. Profiling becomes a meaningful and regular practice that supports skills development, transitions, and personal growth for learners.	achievements from home/out with school. 3. Data Analysis – Analysis of tracking to identify gaps/trends and inform the planning of targeted support and interventions. Plan, communicate and implement achievements for the Fife Diploma of Achievement for P7 1. Curriculum Planning: Ensure learning experiences provide opportunities to meet FDA criteria, e.g. volunteering, leadership, enterprise, personal achievement. 2. Awards Event Planning - ceremony design, celebration timelines, certificates and quality assure learner profile. 3. Communication strategy – Engage pupils, parents/carers and partners Develop an age/stage appropriate profiling approach that empowers learners to become self-aware, understand, and reflect on their learning and achievements. This			
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	includes opportunities for learners to select evidence of their progress, reflect on their developing knowledge, skills and attributes, and engage in meaningful learning conversations to support reflections, goal setting and planning next steps. 1. Register and plan for regular profiling of achievements and skills opportunities on a digital platform. 2. Learning Conversation: Embed regular, meaningful dialogue between learners and staff to support reflection, goal setting and next steps 3. Digital profiling tool: PL My WoW (BGE)			
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Curricular Pathways				
ELC Focused Priority 1: - To promote and enhance children’s emotional and social learning through the implementation of a global initiative, ‘Think Equal’. - Review our Vision, Values, Aims and Curriculum Rationale				
Quality Improvement Framework: - positive relationships and wellbeing - inclusion and equality - staff skills, knowledge and values - children’s engagement - quality of interactions - interactions to support learning - planning and assessment - tracking and monitoring - connections with families				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
By June 2027, all practitioners will have enhanced their knowledge and understanding of the Think Equal programme through a training opportunity and will be upskilled to implement the delivery within the playrooms	All practitioners within the setting will complete the online Think Equal training to all ensure effective delivery of the programme, maintaining a consistent and inclusive environment Using the Think Equal framework, all practitioners will be supported to implement learning and teaching within the playroom using the resource pack. Practitioners will have the opportunity to observe, moderate and network with other EYOs in our 3 settings out with cluster ELCs to maintain the highest	All practitioners to ensure training is complete S Maxwell S Simpson A Coull P Tuffy S Harley	All practitioners (including any new staff) will have completed the Think Equal online training. Staff questionnaires and feedback will provide data on staff knowledge and confidence of delivering the learning and key messages. Staff awareness and understanding of the contents of support resources will have increased. Children will be able to confidently share their learning from each session with staff and peers within the playroom.	

By June 2027, all children will be supported in their emotional and social learning, through the implementation of the Think Equal Programme which will deepen and extend knowledge of inclusion and diversity	standards through best practice and delivery. All practitioners will integrate the Think Equal programme through intentional promotion, where children will have the opportunity to participate in carefully planned activities using the resource pack and books which will support the think equal session/lesson aims and objectives, developing children's language, emotional and social skills. All practitioners will be supported to evidence the children's learning using the experiences and outcomes of the curriculum framework. All practitioners will plan and evaluate Think Equal sessions to be inclusive for those children that are pre-verbal ensuring appropriate breadth, depth and challenge. Small groups of targeted children will have sessions tailored to meet their needs.		Ongoing evaluations will be captured through: - Observations - Floor books - Session Plans and Evaluations Quality observations which include photos, children's work and voice in PLJ Professional Dialogue Rich and meaningful interactions with all children Use of focused vocabulary by children Floor books All learning will be evidenced in planning documents Parental feedback through discussions and questionnaires. Engagement will be gathered through Seesaw App. Baseline assessment data will be gathered to measure impact for a key group of targeted learners.	
By June 2027, children and families will be given the opportunity to participate in the Think Equal programme	Our family learning programme will allow families to engage in the Think Equal programme, which will support the development of positive relationships and encourage parents to	L Sutherland (PNT)		

through Family Learning opportunities Our vision values and aims will be embedded and more visible for our learners and our families We will ensure all our children can develop skills for learning and achievement across the curriculum by creating a new Curriculum Rationale	support their child's emotional and social wellbeing. All families will have the opportunity to engage in stories from the Think Equal resource pack through our Seesaw App, promoting the learning link between nursery and home. (2 stories per month will be shared with families) Professional Learning will be offered on building racial literacy and how this can be incorporated in daily routines and interactions We will engage and consult with all stakeholders (children, families and community) to gather views on our vision, values and aims Curriculum Rationale Our Curriculum Rationale will be further developed to ensure that this is reflective of the learning opportunities all children are experiencing across the nursery in relation to the whole curriculum	L Sutherland (PNT)	Collation of relevant data Analysis of stakeholder holder feedback	
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	All stakeholders will play a crucial role in shaping our curriculum rationale. This will help strengthen community links, support equity and inclusion and foster a culture of continuous improvement and shared learning. Use Quality Improvement Framework for self-evaluations and challenge questions			
Ongoing Evaluation				

Education Directorate Improvement Plan: Learning, Teaching & Assessment, Meeting Learners; Needs**ELC Focused Priority 2**

- Ensure that play experiences, adult interactions and core provision are consistently differentiated to meet the diverse needs, interests and stages of development of all pupils, enabling every child to access appropriate challenge, support and opportunities for sustained progress.
- Embedding digital approaches to learning and teaching across the curriculum

Quality Improvement Framework

Leadership of continuous improvement

Children are supported to achieve:

- Wellbeing, inclusion and equality
- Children's progress

Expected Impact)	Strategic Actions	Responsibilities	Measure of Success (Triangulation of Evidence/QI	Timescale
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All children show improved language and communication. Targeted children make clear, measurable gains linked to agreed language and communication aims. All practitioners will enhance their understanding of the new High-Quality Interactions to self/peer evaluate and moderate practice to ensure interactions with all children are consistently of a high standard. By June 2027, practitioners will consistently use observations, assessment information and knowledge of individual pupils to plan and deliver	Establish QI Improvement Team to take part in Fife QI Early Language and Communication Programme and lead improvement work. Collaborate with colleagues from nearby nurseries, and multiagency partners (EYDO's PTs, Speech and Language Therapists and the Improvement Coordinator) to share learning and good practice. Analyse eLIPS data to agree on improvement aims and identify children to track impact. Use QI tools (i.e. fishbone) to understand the root causes of poor language and communication. Set clear, measurable improvement aims at nursery and individual child level. Track impact and display data over time using run charts. Use data effectively to inform practice. Implement Communication High 5 strategies into everyday practice.	A Coull, L Wardrope S Simpson, C Rodgers P Tuffy, C Gibb S Harley, K Laing, T Welsh S Maxwell	<u>Outcomes for Children</u> Percentage of children assessed as 'green' in the eLIPS saying category Movement from 'red' to amber/green in eLIPS saying category Run charts capturing children's progress over time. Evidence of improved engagement and communication observed during play and learning (e.g. conversation samples or engagement records). <u>Quality Assurance</u> Communication High 5 embedded within Quality Assurance processes. tracking meetings held between SLT and Early Years staff. Collegiate time (mins) focused on Communication High 5 and early language. <u>Parent/Carer Voice</u> Parental communication issued that explains Communication High 5	
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differentiated play experiences, responsive interactions and adaptive core provision. As a result, all pupils will experience increased engagement, participation and progress across learning and development. Almost all children become more engaged and independent learners through the meaningful use of digital technology. Staff can capture high-quality evidence of learning and identify clear next steps in real time.	Link with parents and carers to clearly communicate the improvement aim and how Communication High 5 supports children's language and communication, encouraging consistent approaches between home and nursery. Professional Learning Activities As part of collegiate sessions, including professional reading, practitioners will engage in professional dialogue and activities aimed at developing their knowledge of the document Use audit tool within the High-Quality Interactions guidance to self and peer evaluate interactions Use audit tool in the High-Quality Core Provision document Use Quality Improvement Framework for self-evaluations and challenge questions Planning and tracking meeting discussions to highlight children who are on/off track in their learning,		Parent/carer feedback on children's communication at home <u>Practice and Implementation</u> Communication High 5 is consistently used in daily practice across the nursery. staff observed using Communication High 5 strategies consistently. Quality Assurance evidence showing high-quality adult child conversations. Percentage of observations demonstrating Communication High 5 strategies. Communication High 5 shared and reinforced through collegiate time. Quality assurance observations will demonstrate consistent differentiation in practice. Planning documentation clearly identifies differentiation strategies and intended outcomes. Increased levels of pupil engagement and wellbeing are evidenced through observations and tracking. Professional dialogue and self-evaluation indicate improved practitioner confidence and understanding of differentiation.	
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