

Session 2024~2025 Improvement Plan  
Pitlessie Primary School

Education Directorate Improvement Plan: Equality & Equity, Achievement				
Focused Priority: By May 2025, pupils in a multi-composite P1-7 have learning experiences, particularly in the Broad General Education, that are effectively differentiated to meet learner needs. Data is used effectively to track and monitor progress and identify next steps for learning and teaching.				
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	Measure of Success ( <i>Triangulation of Evidence/QI Methodology</i> )	Timescales
<p>Staff ability to analyse and interpret data from BASE is improved.</p> <p>Staff's ability to analyse and interpret data from National Standardised Assessments is improved.</p> <p>Staff's confidence in using NSA data to identify next steps for pupil learning is increased.</p>	<p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>Professional learning in analysing and interpreting NSA data using NSA training materials.</li> <li>Professional learning in analysing and interpreting BASE data using CEM supports.</li> <li>Staff to apply analysis to a cohort of children in school they have knowledge of their learning.</li> <li>Analyse historical NSA data for Ladybank – identify next steps.</li> </ul> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>Analysis of P4 and P7 data to identify next steps for learning and teaching.</li> <li>Use data to identify individuals for focussed intervention work.</li> <li>Analysis CfE predictions once NSA data is gathered. Gather additional evidence for any anomalies and amend tracking on Progress when necessary.</li> </ul>	<p>Lesley O'Brien to lead</p> <p>Teaching Staff</p> <p>In partnership with Claire Adair.</p> <p>Teaching staff – in partnership with Lesley O'Brien and Claire Adair.</p> <p>Michelle Hollinshead and Kirsty Russell – tracking and monitoring meetings</p>	<p><b>Data</b></p> <p>Analysis of attainment data from Progress/TRAMS</p> <p>Analysis of historical NSA data for trends</p> <p>Analysis of current NSA data when compared to CfE data</p> <p><b>People's Views</b></p> <p>Teacher professional dialogue at staff meetings</p> <p>Impact questionnaires in May – teacher efficacy</p> <p><b>Observations</b></p> <p>Jotter sampling – analysing pupil learning in comparison to trend analysis in NSAs – particularly where data does not match.</p>	<p>BASE – Term One and Four NSA historical – Term One</p> <p>P7 – December P4 – February</p>

<p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>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</p> <p>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.</p>	<p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>• Reflect on the themes identified within Fife's H&amp;W survey and identify next steps within Health and Wellbeing pathway.</li> <li>• As part of collegiate sessions staff will engage in professional dialogue on assessment and moderation of Physical Education, Physical Activity and Sport and Health and Wellbeing.</li> <li>• Learning targets matched to relevant experiences and outcomes or benchmarks will be shared with families via Seesaw – ensuring families are aware what children's next steps in learning are.</li> <li>• Consider matching levels to learning targets to make progress in attainment transparent. This is already present on reading records.</li> </ul> <p><b>Forward Planning</b></p> <ul style="list-style-type: none"> <li>• All staff will use BGE pathways to plan progressive learning across the BGE and Health and Wellbeing.</li> <li>• All staff will use the progression pathways to support assessment of the benchmarks.</li> <li>• Attainment and Forward Planning dialogues will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements.</li> <li>• Staff will develop confidence in planning for assessment.</li> </ul> <p><b>Curriculum Pathway Design</b></p> <ul style="list-style-type: none"> <li>• We will develop a rotational progressive programme to support planning for P.E. and the Expressive Arts across composite classes. Ready for roll out – 25/26</li> </ul> <p><b>Tracking &amp; Monitoring</b></p> <ul style="list-style-type: none"> <li>• All staff in liaison with HT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record</li> </ul>	<p>Pitlessie staff in partnership with both Ladybank and Largoward PS</p> <p>Teaching staff from Term One</p> <p>Decision made prior to first target sheets being sent home in Term one.</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>Lesley O'Brien and teaching staff</p> <p>In partnership with Largoward PS.</p> <p>Lesley O'Brien and teaching staff</p>	<p><b>Data</b></p> <p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum</p> <p>Analysis of CFE and BASE/NSA data</p> <p>Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc</p> <p><b>People's Views</b></p> <p>Teacher views on new system</p> <p>Teacher professional dialogue with SLT at FP &amp; Attainment Meetings</p> <p>Feedback from moderation activity</p> <p>Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum</p> <p><b>Observations</b></p> <p>Forward planning documentation monitoring</p> <p>Jotter sampling – literacy/numeracy and other curriculum areas</p> <p>Classroom observations linked to identified areas of the curriculum (QA calendar)</p> <p>Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery</p>	<p>Term Two – P.E.</p> <p>Term Three – Modern Languages</p> <p>Term One – before Parents and Carers' evening</p> <p>Ongoing</p> <p>FP and Tracking meetings in Oct/Jan and April.</p> <p>Ready for pilot by May 25</p> <p>Ongoing</p>
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	<p>targeted interventions for individual or cohorts of children.</p> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Lesley O'Brien and teaching staff</p> <p>Lesley O'Brien and teaching staff</p>		<p>Terms Three and Four</p> <p>May 25 Reports ready to be shared with families in early June.</p>
<p>Ongoing Evaluation</p>				
<p>This should be updated as part of on-going cycle of self-evaluation</p>				

Education Directorate Improvement Plan: Equality & Equity, Achievement				
Focused Priority: By May 2024, the majority of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.				
HGIOS4 Quality Indicators				
1.1 – Leadership of Change 2.3 – Learning, teaching and assessment 2.4 – Personalised support 3.2 – Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>The majority of pupils in P1, P4 and P7 achieve national standards for writing.</p> <p>All target pupils achieve their individual targets.</p>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>Baseline assessment carried out in August, January and May using Fife Moderation of Writing pack.</li> <li><i>Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional writing inputs on identified areas for improvement.</i></li> <li>Undertake moderation of January baselines with a partner school (to be identified).</li> <li><i>Interrogate NSA data and cross-reference CfE levels.</i></li> </ul> <p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li><i>Structured, progressive approach to writing using PM writing pack and the model shared by Stephen Graham. implemented.</i></li> <li><i>Lesson mapping exercise carried out to plan for writing in a single-class multi-composite.</i></li> <li>Create and pilot a progressive framework for teaching the 9 text types supported by PM resources.</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li><i>Skills interventions from PSA on aspects identified by baselines e.g. sentence structure, editing, grammar, assistive technology.</i></li> </ul>	<ul style="list-style-type: none"> <li>Teaching staff</li> <li>Teaching staff</li> <li>Ladybank PS and Largoward PS</li> <li>In partnership with Claire Adair</li> <li>Teaching staff</li> <li>In partnership with Largoward PS supported by Claire Adair and Jenny Alexander.</li> <li>PSAs</li> </ul>	<p><b>Data</b></p> <p>Analysis of attainment data in Writing – compare to evidence in jotters</p> <p><b>People’s Views</b></p> <p>Teacher professional dialogue at staff meetings</p> <p>Feedback from moderation activity</p> <p>Children’s views gathered through pupil focus groups on the feedback received and the impact (Baseline in August, Impact in May)</p> <p><b>Observations</b></p> <p>Jotter sampling – writing jotters</p> <p>Peer Observations</p>	<p>August, January and May</p> <p>August and January</p> <p>January</p> <p>Dec and Feb</p> <p>Ongoing</p> <p>INSET day 3</p> <p>Ongoing</p>

<p>Most pupils are able to identify their next steps in their learning (writing).</p> <p>Most pupils receive effective feedback on their writing from their teachers in order to make the next steps in their learning.</p>	<p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>• Professional Learning using EEF – Effective Feedback research model. <ul style="list-style-type: none"> <li>○ Identify next steps</li> <li>○ Identify professional learning</li> </ul> </li> <li>• Professional Learning at staff meetings on TASK, SUBJECT and SELF-REGULATION feedback strategies.</li> <li>• Teaching staff to choose an aspect of feedback to carry out a practitioner enquiry on (Term 3).</li> </ul> <p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>• Each teacher to feedback to staff at staff meeting in partnership with Ladybank PS and/or Largoward PS.</li> <li>• Curriculum rationale updated with changes to feedback approaches.</li> </ul>	<p>Lesley O'Brien</p> <p>Teaching staff</p> <p>Teaching staff</p> <p>Lesley O'Brien</p>	<p><b>Data</b></p> <p>Analysis of attainment data in Writing – compare to evidence in jotters</p> <p><b>People's Views</b></p> <p>Teacher professional dialogue at staff meetings</p> <p>Feedback from moderation activity</p> <p>Children's views gathered through pupil focus groups on the feedback received and the impact (Baseline in August, Impact in May)</p> <p><b>Observations</b></p> <p>Jotter sampling – writing jotters</p> <p>Peer Observations</p>	<p>INSET day 3</p> <p>Term 3</p> <p>Term 3</p>
<p>Ongoing Evaluation</p>				
<p>This should be updated as part of on-going cycle of self-evaluation</p>				