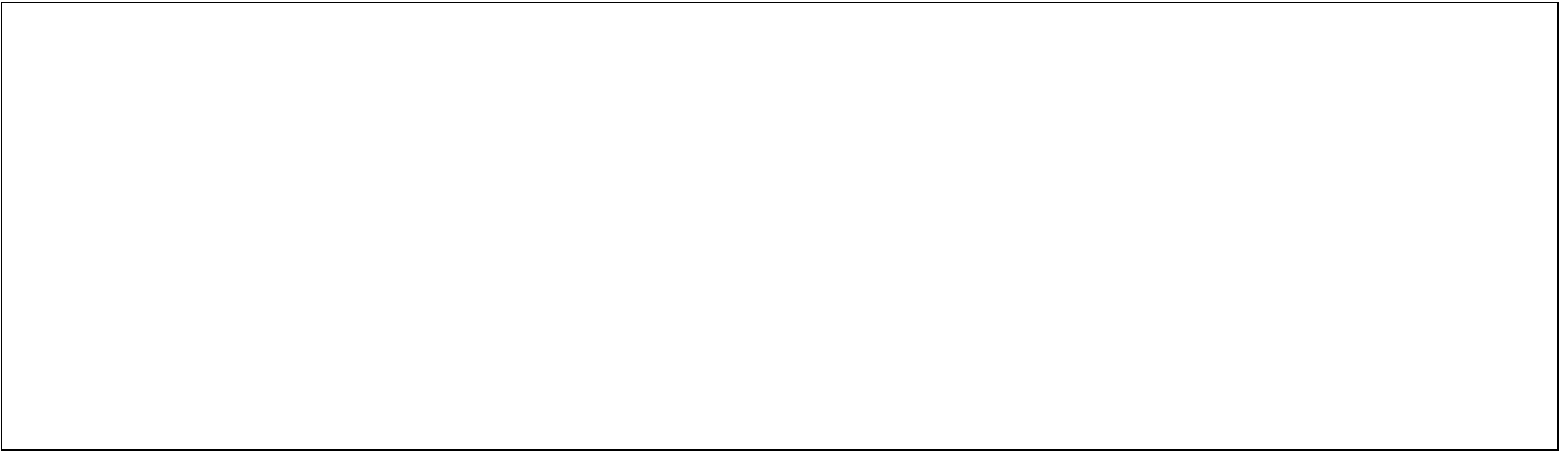


Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority: By June 2026 through looking outwards, strengthen the consistency and quality of moderation practices to ensure a shared understanding of standards in literacy and numeracy, resulting in more reliable and robust teacher judgements.				
HGIOS4 Quality Indicators				
1.1 – Self-evaluation for self-improvement 2.2 – The Curriculum 2.3 – Learning, teaching and assessment • 3.2 – Attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Moderation activities provide evidence of progress and improve consistency in attainment judgements.	Assessment Calendar and Toolkit - Review assessment calendar and agree consistent approach across Ladybank and Pitlessie to Literacy and Numeracy assessments for start of Session 26/27. Professional Learning - Staff input on Moderation Cycle with Ladybank PS. - Refresher session on effective feedback strategies. Revisit AiFL pedagogy – unwritten rules for learning, teaching and assessment. Amend L&T policy as required. Self-evaluation for self-improvement - Introduce staff involvement in QI processes across Ladybank and Pitlessie and identify next steps as a team; - Planning (pace and challenge, coherence, assessment and next steps across BGE) - Review assessment data from assessment calendar. - Sampling of learning – feedback and expectations (balance of praise and next	Teaching staff	Data Assessment data tracked in pilot tracking format Tracking data aligns with moderated assessment judgements. QI strengths and next steps identified. Assessment Calendar QI processes with next steps identified	August 26 In-service Day 2
Moderation underpins assessment judgements which are valid, reliable and consistent supporting high-quality feedback and next steps.		Ladybank and Pitlessie Staff team HT	People's Views Baseline staff confidence survey on moderation cycle. Pre and post professional learning activities.	Moderation Cycle - Term 1 Feedback - Term 3
Cluster moderation leads to improved consistency in attainment judgements across schools.		HT	Professional dialogue at staff meetings Professional dialogue at Learning Partnership ~ staff awareness of collective strengths and next steps	Ongoing across sessions Each term
Staff confidence in achievement of a level decisions is increased.		Teaching team	Impact questionnaires in May – confidence and impact Staff professional dialogue with school/cluster colleagues.	Each term Biannually

Pupils can talk about their next steps in learning.	steps, time given for pupils to revisit learning and act on feedback). ○ Attainment groups to validate achievement of a level assessment. • Impact evaluated and next steps identified. Moderation – looking inwards • Review assessment calendar to include termly approach to cross-school moderation through identified assessment weeks. • Opportunities to be identified in Literacy, Numeracy and in BGE through High Quality Assessments. • Staff to further develop range of attainment focus group assessment tasks. • Teaching staff to take attainment focus groups to moderate assessment judgements during planned assessment weeks. Feedback and next steps identified as a team. Moderation – looking outwards • As part of cluster improvement priority, participate in moderation activities within trios or quads with local cluster schools. • Teaching staff to attend cross-sector moderation on an In-Service Day. Special > ELC > Primary > Secondary • Gather examples of how schools track and monitor assessment information over time. Pilot agreed approach. Tracking and Monitoring • Pilot an agreed approach to gathering assessment information (such as Numeracy baselines, Reading ages, Spelling ages) to support tracking and monitoring of assessment information over time in Progress.	Teaching team HT and teaching team Teaching team Teaching team Cluster schools including ELC, Special and BBHS HT	Observations Improvements identified through moderation are evidenced in practice changes. Pupil Focus Groups – assess ability of children to talk about their feedback and next steps in learning. Pupil Attainment Groups – moderation of assessment judgements.	During identified assessment weeks August 26 Termly Term 1 and 2 During identified assessment weeks Termly during collegiate time In-service Day 3 August 26 – for pilot from Term 1 August 26 – for pilot from Term 1
Ongoing Evaluation				



Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment, Equality & Equity, Achievement				
Focused Priority: By May 2027, most children in P1, P4 and P7 will achieve national standards for attainment in Literacy. <i>(Target percentage to be amended once stretch targets are achieved)</i>				
HGIOS4 Quality Indicators				
1.3 – 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
<i>Most children in P1, P4 and P7 attain national standards for attainment in Reading.</i> <i>Reading PALS increases common word recall for identified children.</i> <i>Paired Reading increases reading fluency for targeted pupils.</i>	Professional Learning - Next steps agreed for a consistent, progressive approach to teaching reading. - Amend Curriculum Rationale to reflect changes. Targeted Interventions <i>Introduce Reading PALS to target common word recall.</i> <i>Paired Reading in place for targeted children to target fluency and phrasing.</i>	Teaching team HT in partnership with staff team SfL teacher SfL teacher	Data Analysis of baseline data gathered on reading habits – use to develop action plan Reading PALS tracking data. Pupil Attainment Groups in reading. People's Views Children's views gathered through pupil focus groups. End of session impact data survey Observations Learner Partnership analysis of environment – visibility of promotion of reading for enjoyment.	August 26 Term 3
<i>Most children in P1, P4 and P7 attain national standards for attainment in Writing.</i> Pedagogical approaches to teaching the text	Analysis - Baseline assessment carried out in August, January and May using Fife Moderation of Writing pack. <i>Analysis of writing assessment to identify target children (cross-referenced with PEF) for additional</i>	Teaching staff Teaching staff in partnership with SfL	Data Analysis of attainment data in Writing – compare to evidence in jotters Moderated writing assessments using the Fife pack NSA data cross-referenced to CfE levels and historical attainment	August, January and May December and February

structures of the 9 text-types are well embedded in classroom practice.	<i>writing inputs on identified areas for improvement.</i> <i>Interrogate NSA data and cross-reference CfE levels.</i> Professional Learning Activity <i>Staff to attend Stephen Graham Spelling CPD. Identify next steps and resources to support pedagogical approach.</i> - Embed progressive framework for teaching the 9 text types supported by PM resources. - Amend Curriculum Rationale to reflect changes. Interventions <i>SfL led interventions focused on tools for writing identified in cold assessment pieces for pupils in P4 and P7.</i>	Teaching staff Teaching staff SfL in partnership with class teachers	People's Views Teacher professional dialogue at staff meetings Feedback from moderation activity Children’s views gathered through pupil focus groups on the feedback received and the impact (Baseline in August, Impact in May) Observations Jotter sampling – writing jotters Peer Observations of writing lessons – moderate consistency of approach	Ongoing January Ongoing Ongoing
Ongoing Evaluation				