

APPENDIX C - Session 2026-2027 Pitteuchar East Primary School and Early Learning Centre Improvement Plan

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Raising Attainment Attainment in literacy will be raised across the school (P1-P7) in Literacy through explicit teaching of reading and writing skills and increased assessment and moderation of literacy across the school P1 - P7. In the ELC targeted pupils will benefit from intervention to improve the development of their early language and communication skills using quality improvement methodology. By Dec 2026, 66% of N5 children in our nursery will be assessed as green in Elips, 'Saying' category. (BASE LINE, Aug 2026 – Green 51%, Amber 12% and Red 37%)				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 2.7 Partnerships 3.2 Raising attainment and achievement		- Leadership - Children thrive and develop in quality spaces - Children play and learn - Children supported to achieve		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
By May 2027 most learners in P2, P4, P5 and P6 will have achieved their expected level in reading – base line currently P3 (73%), P5 (72%), P6 (72%), P7 (72%) By May 2027 most learners in P2, P3, P5, P6 will have achieved their expected level in writing – base line currently P2 (74%), P3 (65%), P5 (65%) and P6 (69%)	3 x teachers and 1 x SLT to engage in professional Learning on explicit teaching of writing and engage in the Steven Graham literacy project. (In person) - All teaching staff to take part in professional learning led by cohort 1 of Steven Graham training - Review and update current planning for the learning and teaching of literacy across the school, ensure this is in line with current Fife guidance and that it	- Lorna Hay. Lucy Hutchings and Pauline Farquhar - Clare Paton, Lousie Forbes and Lauren Farquhar - All teaching staff	- Tracking- and moderation sessions. - Moderation against the benchmarks - Opportunities for paired teaching - Observations - Pupil evaluations - Professional dialogue and moderation activities - Schonell spelling - PM reading assessments - Circle audit tools - Pupil feedback group - Supporting learner meetings - Planning and tracking monitoring termly - Progress, BASE and NSA data	Steven Graham professional learning SESSION 1: Tuesday 8th Sept 2026 SESSION 2: Wednesday 24th Sept 2026 SESSION 3: Wednesday 27th Jan 2027 SESSION 4: Wednesday 10th Feb 2027 SESSION 5: Wednesday 28th April 2027 SESSION 6: Wednesday 12th May 2027 Curriculum Development: Wednesday 20 th January 2027

All teaching staff will have developed confidence in their approaches to planning, teaching and assessing reading and writing for all learners. All teachers are using explicit teaching of reading and writing methodology by May 2027.	is used consistently across all stages. - Develop a whole school literacy policy including learning teaching and assessment, core approaches and resources - Moderation of learning, teaching and assessment approaches and achievement of a level across cluster - Robust assessments of children not meeting literacy targets will ensure appropriate supports can be implemented and tracked regularly.	- All teaching staff - Jilly Martin (SfL) - Jillian Peggie	Writing assessments cold and hot pieces	INSET day - Wednesday 10th February 2027 Curriculum Development: Wednesday 10th March 2027 INSET day - Thursday 3rd May 2027
ELC By Dec 2026, 66% of N5 children in our nursery will be assessed as green in Elips, 'Saying' category. (BASE LINE, Aug 2026 – Green 51%, Amber 12% and Red 37%) All children show improved language and communication. Targeted children make clear, measurable gains linked to agreed language and communication aims.	- Establish QI Improvement Team to take part in Fife QI Early Language and Communication Programme and lead improvement work. Participants will: - 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	- Lisa Flynn, Alexy Noble and Gillian Docherty - Collette Muir (NT)	Outcomes for Children - Number of children with clear language and communication improvement aims. - Number of run charts capturing children's progress over time. - Evidence of improved engagement and communication observed during play and learning Use of Data and Quality Improvement - Evidence that eLIPS data is analysed and used to set priorities and track impact. - Use of QI tools (e.g. fishbone diagrams) to identify root causes. Practice and Implementation - Communication High 5 is consistently used in daily practice across the nursery. % of staff observed using Communication High 5 strategies	Tuesday 18th August - Full Day, 9-3pm (Inservice Day) – Markinch Primary School Sessions 3:30pm-5:00pm Markinch Primary School 1. Wednesday 26th August 2. Wednesday 9th September 3. Wednesday 23rd September 4. Wednesday 7th October 5. Wednesday 4th November

ELIPS data is used effectively to plan for intentional promotions/targeted support to address early communication and language acquisition for children in ELC	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. • 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. Scale Up success: • Use collegiate time to focus on Communication High 5. • Support the Improvement Team to share Communication High 5 learning with all nursery staff. • Align Quality Assurance processes to check how well Communication High 5 is used in daily practice. • Share key messages, strategies, and progress with parents		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. Staff Confidence and Capability • Staff confidence in using Communication High 5 strategies. • Evidence that learning is shared from the improvement team to all staff. Quality Assurance • Communication High 5 embedded within Quality Assurance processes. • Communication High 5 is referenced in nursery guidance. • Collegiate time focused on Communication High 5 and early language. Parent /Carer Voice • Parent / carer views • parent communications	6. Wednesday 18th November 7. Wednesday 2nd December Communication High 5 teams meetings throughout the session
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Improvement to our Core approaches Strengthen our universal approaches across the whole school to deliver consistently high-quality support that improves outcomes for all learners. (Support for Learning) A whole school policy for Positive relationships and behaviour is in place across the school to ensure consistent approaches. Digital technology is to be used effectively to improve consistency, progression and improved learner engagement across all classes. (Transforming Learning)				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion		• Leadership • Children thrive and develop in quality spaces • Children play and learn • Children are supported to achieve		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

<u>Support for Learning</u> By Dec 2026, there is a clear continuum of support in place which defines universal, additional and intensive support in our school A clear learning environment policy is in place across the school and ELC, promoting consistency in practice and ensuring universal support strategies are embedded to meet the needs of all learners. A shared assessment framework will be further embedded across the school, strengthening early identification processes and supporting effective referral pathways for learners requiring additional support. A 'hub' space is fully operational by Oct 2026 – allowing targeted children access to a quiet supported space, where they can continue their learning as timetabled.	<u>Supporting Learning</u> • Staff to agree universal approaches across the school to form continuum of support • Core numeracy / literacy resource list to be created for all stages. • A list of universal strategies is created for classrooms • All classrooms have access to universal resources to support learners • A whole school inclusive learning environment policy to be created. • All staff will continue to engage with using the CIRCLE resource to ensure inclusive classroom and practice • All nursery staff to continue engagement with using Up, Up and Away resource • Embed the Support for Learning referral process <u>'Hub' space – The Orchard</u> • Identified space will be created with play / sensory opportunities, nurture space and individual workstations • There is a clear criterion of use of our learning spaces across the school	<u>Supporting Learning</u> Leads: Jilly Martin SFL Emily Tall HT Wendy Kerr DHT Collette Muir Nursery Teacher	<u>Supporting Learning</u> • CIRCLE inclusive classroom scale (CICS) will rate the inclusiveness of the classroom environment • CIRCLE participation scale (CPS) will identify and measure areas of learner participation • Classroom visits demonstrate the inclusion of all learners within the classroom • Reduced referrals to support for learning for children who require additional support • Professional dialogue shows shared understanding of universal approaches • Dialogue with teachers through planning and tracking meetings • Questionnaires and feedback from parents • Less referrals to educational psychology and other agencies	<u>Supporting Learning</u> Curriculum Development: Wed 28th Oct 2026 Curriculum Development: Wed 11th Nov 2026 Curriculum Development: Wed 18th Nov 2026 Teacher and PSA meeting Wed 25th Nov 2026 Curriculum Development: Wed 2nd Dec 2026 Curriculum Development: Wed 9th Dec 2026 Teacher and PSA meeting Wed 3rd Feb 2027 INSET Wed 10th Feb 2027 Teacher and PSA meeting Wed 28th April 2027 INSET Thurs 6th May 2027 <u>Positive Relationships and Behaviour</u>
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<u>Positive Relationships and Behaviour</u> The school has an up-to-date positive behaviour and relationships policy in place by Dec 2026. There are less pupils showing dysregulated behaviour in school - (current base line 12 pupils) Staff confidence will increase through opportunities for professional learning. Cool in School is a key resource to support behaviour and relationships.	<u>Positive Relationships and Behaviour</u> • Review current Positive Relationships and Behaviour Policy and bring this in line with current Fife Guidance. • Make a clear flowchart of actions for addressing low level /high level behaviours. • Create a policy around the use of digital technology in schools • Create a playground charter • Staff to revisit training around the 'Cool in School' • 'Cool in School' to be used to support relationships and behaviour in all classes • Training for all staff – scripting, de-escalation and looking at trauma informed approach.	<u>Positive Relationships and Behaviour</u> Emily Tall – HT Wendy Kerr – DHT All staff Morag Docherty - Educational psychologist	<u>Positive Relationships and Behaviour</u> • Classroom visits demonstrate positive relationships within the classroom • Less incidents of distressed behaviours • Reduced HS1 forms recording violence and aggression • Professional dialogue shows shared understanding • Dialogue with teachers through planning and tracking meetings • Questionnaires and feedback from parents • Less referrals to educational psychology and other agencies	Curriculum Development: Wed 28th Oct 2026 Curriculum Development: Wed 11th Nov 2026 Curriculum Development: Wed 18th Nov 2026 Teacher and PSA meeting Wed 25th Nov 2026 Curriculum Development: Wed 2nd Dec 2026 Curriculum Development: Wed 9th Dec 2026 Teacher and PSA meeting Wed 3rd Feb 2027 INSET Wed 10th Feb 2027 Teacher and PSA meeting Wed 28th April 2027 INSET Thurs 6th May 2027
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<u>Transforming Learning</u> All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools. Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment leading to improved outcomes for all children. Children in P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work. All staff will increase their knowledge of how to personalise learning	Professional Learning Activity • All teaching staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. • All Pupil support staff will engage in professional learning during the FEB inset to support digital technology in classrooms Enhancing learners' experiences • Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. • Enable all staff to use digital tools to make learning and teaching more engaging. • Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. • Staff will ensure they are able to always demonstrate safe and responsible use of digital technology. Learning, Teaching and Assessment • Teachers will use their digital skills to plan appropriate learning based on Fife's	Laura Peden: Transforming Learning Champion Claire Paton and Lauren Farquhar (P6 & P7 Teachers)	People's Views Staff views on use of digital technology to enhance learning. Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school Feedback from Professional Learning activity. Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences. Observations Forward planning documentation. Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment. Focus for LP – analysis of learning experiences through the use of technology.	<u>Transforming Learning</u> Curriculum Development: Wed 7th October 2026 Curriculum Development: Wed 16th December 2026 Curriculum Development: Wed 25th March 2027 INSET Wednesday 10th Feb 2027
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using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels. Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum.	curriculum progression pathways. - Teachers will use a range of digital tools to create and share explanations and to model learning processes. - Planning for key learning to be shared via digital platforms to support P6/7 to access during and outside of lessons. - Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace. - Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria. Assessment and Feedback - All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. - Development of Digital Portfolios to showcase learning over time using Showbie. - Data to be gathered from the use of digital platforms in conjunction with all assessment			
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	evidence to plan for next steps in learning.			
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Strengthening our curricular pathways				
Focused Priority: Raising Achievement To improve achievement outcomes by strengthening the quality, consistency and equity of achievement opportunities, ensuring that all P6 and P7 pupils experience a planned range of achievement and skills development opportunities across the curriculum. This will be delivered through the Achievement Strategy's three-part approach to tracking, recognising and profiling achievement, including participation in the Fife Diploma of Achievement. Enabling consistent monitoring of progress, identification of gaps, targeted support, and improved learner confidence, skills development and positive destinations.				
HGIOS4 Quality Indicators		Quality Improvement Framework - ELC		
• 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		• Leadership of Change • Curriculum • Learning, Teaching and Assessment • Ensuring Wellbeing, Equality and Inclusion • Securing Children's Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
TRACKING & ANALYSIS: A consistent approach to tracking and recognising a range of achievements for all learners	Develop and implement a consistent Fife approach to tracking and planning learners' achievements (3-18) across the four contexts of learning, ACTIONS 1. Track achievements using the 4 contexts of learning, Onboard	Emily Tall – HT Laura Peden - Class teacher	Data: Analysis of tracked achievements, gaps/trends, improvement over time. Curriculum Planning: By June 2027, almost all schools can evidence high-quality achievement opportunities across the 4 contexts of learning.	Term 4: Lead MMCKAY TEAMS 26/08 1.30pm or 29/08 1.30pm Intro session

Data informed planning will enable targeted support, ensuring no learner is overlooked. Staff will develop confidence in tracking and using achievement data to inform planning. Remove barriers to achievements and ensure equity for all. Ensure positive outcomes for children/young people by working with partners. Partners will be more integrated in supporting wider achievements	into the Progress Framework to trial and refine tracking achievements, PL session. - 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. Resources & partners links below : PL session - Microsoft form termly to obtain personal achievements from home/out with school. - Data Analysis – Analysis of tracking to identify gaps/trends and inform the planning of targeted support and interventions. - incorporated into Termly quality assurance calendar Attainment & Achievement meetings		Views: Learner, Parent/carer and partner , focus groups surveys/meetings Observations: Learner's ability to reflect on and articulate their achievements and skills they have developed Impact stories: - Case studies showing improved engagement, equity and learner outcomes. Learning Partnership Focus 3.2 Theme 3 - Views - pupils, parents focus - Observation - Evaluation of child being able to articulate achievements and skills and identify next steps. - Data - Evaluation of analysis of gaps and trends – so what – impact stories. Impact report Active school involvement – recording achievements and language skills, and accreditation, use of data gaps/trends	Achievement Strategy & FDA Overview, SIP & Resources Term 1 LEAD TBC Session 1 - Progress tracking framework - Metaskills land SDS Session 2 - Fife Voluntary action - Social Enterprise Academy - Active schools - Fife College Session 3 - My WOW - GB TERM 2 onwards Pilot group check in sessions
RECOGNITION & CELEBRATION: A consistent approach to recognition and celebration that values the personal achievements of all learners.	Plan, communicate and implement achievements for the Fife Diploma of Achievement for P7pupils ACTIONS Curriculum Planning: Ensure learning experiences provide opportunities to meet FDA criteria, e.g. volunteering,		Data: Number of learners achieving the FDA FDA Achievement: By June 2027, all P7 learners will achieve Fife's Diploma of Achievement	

Utilisation of accreditation where appropriate to recognise and celebrate achievements. All learners feel valued and recognised for their personal and wider achievements. Achievements are celebrated by the school The Fife Diploma of Achievement celebrates key experiences across the BGE including leadership, enterprise and volunteering.	leadership, enterprise, personal achievement. Update curriculum rationale & design to reflect achievement & skills. School Leads & Teacher Network Appoint leads and create a network to share practice -roles & responsibilities, curricular links/planning, celebration formats and P7/S1 transition. Awards Event Planning - ceremony design, celebration timelines, certificates and quality assure learner profile. Communication strategy – Engage pupils, parents/carers and Councilors through clear communication and consultation		Views: Feedback from pupils, parent/carers and staff on the value and impact of recognition. Observation: learners articulating achievements at transition points P7 – S1 Impact stories Curriculum: By June 2028, our setting will have an evidence-informed Curriculum Rationale and Design, that reflects the unique context of the setting and provides a clear framework for attainment, achievement, skills development. Case studies of pupil motivation, inclusion and pride in achievement	
PROFILING & SKILLS Children and young people can articulate their achievements and skills and take responsibility for ensuring they continue to add value to their achievements. Learners take ownership of their learning journey, building the	Develop an age/stage appropriate profiling approach that empowers learners to become self-aware, understand, and reflect on their learning and achievements. This 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. Actions: Register and plan for regular profiling of achievements and		Data: Profiling/Learner agency: By June 2027, increase: from X% to X% the percentage of P7, S3, S4 learners that profile and track their achievements and skills, set learning targets/goals that are clearly evidenced. E,g profiling, feedback, guidance support. Views: Learners and staff feedback on usability and impact of profiling approaches. Profiling/Learner agency By June 2027, almost all schools can demonstrate that learners can articulate their achievements and understand their next steps.	

ability to reflect on progress, recognise achievements, and set goals. Profiling becomes a meaningful and regular practice that supports skills development, transitions, and personal growth for learners. Staff and learners engage in learning conversations informed by high quality evidence of progress in their achievements and skills.	skills opportunities on a digital platform or PLJ. Learning Conversation: Embed regular, meaningful dialogue between learners and staff to support reflection, goal setting and next steps 2. Profiling Guidance - National Profiling Co- design Engagement: Contribute to national developments to ensure local alignment and innovation. 3. Digital profiling tool: PL My WoW (BGE) 4. Showbie Portfolio creation – create a portfolio of achievements to store achievements in the 4 contexts of learning : PL session		Observation: Learners demonstrating increased ability to articulate achievements, skills and goals. Impact stories: Examples of learners using profiles to support choices, transitions and confidence	
TRANSITIONS, CURRICULUM & POSITIVE DESTINATIONS Learners experience well-planned, skills-rich transitions, particularly from P7 to S1, that build confidence and continuity in learning. The curriculum supports the development of skills, linking learning across stages to future	To enhance learner pathways, transitions and skills development through a coherent and skills focused curriculum that supports young people to move confidently between stages and towards positive destinations. 1. P7 - S1 Transition Events: Deliver 3-day transition programme with embedded skills-based activities linked to learners' profiles. 2. PSE & learner profiles: Use PSE curriculum to support development of learner profiles, focusing on skills, articulation, and reflection.		Data: All learners participate in a skills-based transition programme linked to learners' profiles. Views: Feedback from learners, parents/carers and staff on transition effectiveness. Self evaluation views: By June 2027, increase Self evaluation of 3.2 from S to G with clear evidence of impact Observations: Pupil confidence, engagement and articulation of skills during and after transition.	

pathways and positive destinations. Learners are more aware of their skills, strengths, and future options through structured transition experiences and profiling.	3. Skills mapping across the curriculum - Audit and map where key meta-skills (e.g., creativity, collaboration, critical thinking) are explicitly taught and assessed across all subjects and stages. Skills based Interdisciplinary learning projects - Implement termly interdisciplinary learning (IDL) projects with real-world contexts that require application of meta-skills and link to career pathways. 4. Positive destinations : Link DYW, Skills development Scotland - Link to align learning with labour market insights and career education Co-design learning experiences or workshops with local employers, colleges, and universities to provide insight into future pathways and required skills, careers fayre, opportunities library Curriculum Rationale Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are		Impact stories: case studies showing smooth transition and informed learner choices	
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