

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority: Develop a shared understanding of the learning, teaching and assessment of writing in order to raise attainment in writing for all learners.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.2 Leadership of Learning 2.3 Learning, Teaching & Assessment 3.2 Raising Attainment & Achievement			1.2 Leadership of Learning 2.3 Learning, Teaching & Assessment 3.2 Raising Attainment & Achievement	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Writing</p> <p>Increased attainment for all pupils in writing across the school, with most pupils in P4, P5 and P7 being on track for their writing by May 2025.</p> <p><i>Currently:</i> P4 – 51.1% (22/43 learners) P5 – 71.7% (28/39 learners) P7 – 56.8% (25/44 learners) Target for May 2025 – 80% across P4 (13 learners), P5 (7 learners) and P7 (11 learners)</p>	<p>Teachers will review current learning and teaching and resources in writing and seek to develop a shared writing lesson structure linked to the 4 part model to be implemented in all lessons.</p> <p>Writing assessments baseline will be carried out, and QI methodologies used to target support with Cluster PT supporting P3/4 and P4 classes.</p>	<p>Derek Cobb (HT) Susan Cunningham (DHT)</p> <p>Class Teachers P3/4 & P4 specific: Karen Adam Leanne Bain (Cluster PT) Amy Carstairs</p>	<p>Data Base line data from writing assessments</p> <p>NSA P4 data NSA P7 data</p> <p>Records of understanding</p> <p>TRAMS/Progress</p> <p>People's Views</p> <p>Staff evaluations and feedback</p> <p>Pupil Focus groups</p> <p>Planning & Tracking Discussions</p> <p>Direct Observation</p> <p>Classroom visits</p> <p>Learning Partnership</p>	<p>Baseline Writing Assessment Completed Week Beginning 09.09.24</p> <p>Second Baseline Writing Assessment Completed Week Beginning 13.01.25</p> <p>13.11.24 Staff Twilight Session – What makes a good writing lesson (writing lesson structure)</p> <p>19.11.24 Staff Twilight Session – What makes a good writing lesson (writing lesson structure) part 2</p> <p>Cluster PT Collegiate Working P4 – August 2024 – February 2025</p> <p>P3/4 – February 2025 – June 2025</p>

<p>All children will continue to build on their own capacity to talk about the key features of different text types (appropriate to age and stage) and identify what they are doing well in their writing and their own next steps. This will ensure that children can write confidently across genres for a variety of purposes and children moving into next class stages will be able to see their progression over time.</p>	<p>Staff will engage with the Fife Progression Pathways for Writing, and the Fife Writing Assessment Pack to effectively plan writing lessons around the features of the 9 different text types.</p>	<p>Class Teachers</p>		<p>August 2024 – June 2025</p>
<p>Approaches for children to use self and peer assessment for writing are embedded across the school – using Self-assessment criteria grids. Particular focus on the tools for writing.</p>	<p>Staff will utilise the PM Writing resource and share learning from the Steven Graham PL sessions in 23/24 when planning writing lessons.</p>	<p>Class Teachers</p>		<p>August 2024 – December 2024</p>
<p>All staff are confident in moderating learners' writing using 'Fife Moderation Pack and declaring their attainment in writing.</p>	<p>All teachers from P1-7 will provide explicit instruction in, and high-quality feedback linked to, grammar and punctuation (at the editing stage using the tools for writing materials in the writing assessment pack.</p> <p>Professional Reading around what high quality learning, teaching and assessment looks like will be undertaken.</p> <p>All classes will have a display of the tools for writing (age and stage appropriate). Additionally, children will have access to the toolkits within their jotters to support with self and peer assessment.</p>	<p>Class Teachers</p>		<p>Cluster Moderation Session 1: 25.09.2024 Cluster Moderation Session 2: 28.01.2025</p>

<p>A 4-part model is used effectively during lessons to involve learners in their learning – (focus on writing lessons)</p> <p>Children are effectively supported and challenged in writing through identified strategies and targets. As a result, children make good progress in writing.</p>	<p>A format for 4-part model will be decided with a focus on LI, SC, skills and plenary.</p> <p>All staff will engage in professional learning to identify strategies to support and challenge individual children.</p>	<p>Derek Cobb (HT) Susan Cunningham (DHT)</p> <p>John Hargreaves (SfL) Derek Cobb (HT)</p>		<p>13.11.24 Staff Twilight Session – What makes a good writing lesson (writing lesson structure)</p> <p>19.11.24 Staff Twilight Session – What makes a good writing lesson (writing lesson structure) part 2</p> <p>05.02.25 Staff Twilight Session – 4 Part Model Focus (writing)</p> <p>19.02.25 Staff twilight session - Moderate writing in jotters – peer moderation exercise – Focus on Toolkit & Text Type Features</p>
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Ongoing Evaluation

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<p>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.</p> <p>Children will be able to begin to talk about Meta-Skills – all children should be at least able to name some Meta-Skills and say how these are used in their learning experiences.</p>	<p>All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.</p> <p>Attainment and Forward Planning dialogues will support assessment within all curriculum areas linked to assessment evidence which informs professional judgements.</p> <p><u>Tracking and Monitoring</u></p> <p>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 individual or cohorts of children.</p> <p><u>Reporting</u></p> <p>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.</p> <p>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.</p>	<p>Derek Cobb (HT) Susan Cunningham (DHT) All Staff</p> <p>Derek Cobb (HT) Susan Cunningham (DHT) All Staff</p>	<p>Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum.</p> <p>Observations Forward planning documentation monitoring 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 of the curriculum.</p>	<p>September 2024 November 2024 January 2025 April 2025</p> <p>February 2025</p> <p>May/June 2025</p> <p>June 2025</p> <p>September 2024 November 2024 February 2025</p>
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	<p><u>Learning, Teaching and Assessment</u></p> <p>Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas.</p> <p>Introduction of metaskills framework to agree a whole school approach.</p> <p>A review of current IDL topics and bundles of Es and Os will be undertaken to ensure children experience a coherent and progressive IDL programme.</p> <p><u>Curriculum Rationale</u></p> <p>Our Curriculum Rationale will be created and developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE.</p>	<p>Derek Cobb (HT) Susan Cunningham (DHT) All Staff</p> <p>Katie Bann (CT) Derek Cobb (HT)</p> <p>Derek Cobb (HT) Susan Cunningham (DHT)</p>		<p>May 2025</p> <p>October 2024 – December 2024</p> <p>August 2024 – June 2025</p>
<p>Ongoing Evaluation</p>				

Education Directorate Improvement Plan: Equality & Equity/ Achievement/Health & Wellbeing /Positive Destinations/Attendance & Engagement				
Focused Priority: 1. Review and extend outdoor learning opportunities. 2. Raise attainment in numeracy and maths.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		QI 1.2+1.3 Leadership of Learning/Change QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising Attainment & Achievement		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Review and extend outdoor learning opportunities.</p> <p>All staff will further enhance their knowledge and understanding of current guidance and expectations in relation to outdoor learning opportunities. As a result, all children will experience high quality outdoor learning experiences.</p> <p>There will be evidence of consistent approaches and high-quality practice within the outdoor environment with all children experiencing high quality interactions.</p> <p>Practitioners make sound judgements about children's progress and respond quickly to</p>	<p>The team will continue to engage in professional reading and dialogue in relation to My Active World (Care Inspectorate) and Out to Play (Education Scotland) and also in relation to the new document, Nature Kindergarten in Fife.</p> <p>All ELC staff will continue to develop a shared understanding of what the setting is trying to achieve through the outdoor learning opportunities on offer within the nursery outdoor environment.</p> <p>The team will engage in the ELC: Outdoor Learning e-module via the Early Years in Fife site.</p>	<p>Linda Sutherland (PNT) Megan Pettigrew (EYDO) EYOs Derek Cobb (HT)</p>	<p>Evidence from SLT and PNT observations:</p> <ul style="list-style-type: none"> • Learning environment – garden • Interactions • Seesaw (or alternative) • Audit <p>Evidence from PLJ observations and CfE trackers</p> <p>E-LIPS</p> <p>PNT/SLT planning and tracking meetings</p> <p>Evidence from staff self-evaluations and parent/carer evaluations</p>	<p>August 24 to May 25</p> <p>INSET 3 15.11.24 – Outdoor Learning Focus</p>

<p>ensure learning opportunities meet the needs of individuals.</p> <p>Raising attainment in numeracy and maths.</p> <p>All Children have access to high quality numeracy and mathematics opportunities throughout the ELC indoors and outdoors</p> <p>All Children have increased awareness of number and its purpose in the world.</p> <p>Almost all children are making very good progress in numeracy as appropriate to their developmental stage. (2023-24 session, 58% achieved EIE by May 24.)</p>	<p>In-service and development session training. Updated self-evaluation audit of practice and provision within the garden environment – update areas for development and devise action plan around this.</p> <p>Opportunities to look outwards to other ELC settings.</p> <p>Staff training on conceptual numeracy in Early Years</p> <p>Staff to carry out core provision audit throughout the academic year</p> <p>Key group of children to be identified and progress assessed and monitored</p> <p>Professional learning – ELC: Conceptual Numeracy e-module via the Early Years in Fife site.</p> <p>Staff will work collaboratively to engage in professional reading and dialogue in relation to Conceptual Numeracy, CfE benchmarks and local/national guidance.</p> <p>Opportunities to look outwards to other ELC settings.</p>	<p>Linda Sutherland (NPT) EYOs</p>	<p>PLJ monitoring of observations linking to planning.</p> <p>SLT visits</p> <p>Staff feedback</p> <p>Parents Feedback</p> <p>Children’s Feedback</p> <p>Learning Partnership feedback</p> <p>BASE (AUG 2025)</p>	<p>August INSET – Conceptual training (Linda Keith)</p> <p>DATE - Conceptual training</p> <p>October – Core Provision Audit</p> <p>November - key children to be identified and baseline taken.</p> <p>November INSET - Conceptual training (Linda Keith)</p> <p>DATE Conceptual training</p> <p>February INSET – Conceptual Numeracy (Linda Keith)</p> <p>April – Core Provision Audit</p> <p>August 2025 – P1 Base assessment</p>
<p>Ongoing Evaluation</p>				

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Pupil Equity Fund allocation for session 2024/25	£21,000
School Context (copied from SIP)	
<ul style="list-style-type: none">• The school has 13 classrooms with 11 classes this session, in use. All 13 classrooms are used as two non-class contact teachers use rooms. Our teaching staff consists of Headteacher, 2 Depute Head Teachers, 10 fte class teachers, 4 fte part-time class teachers and 1 Support for Learning teacher.• In session 23/24 we had 4 PSAs (full and part-time) and 1 classroom support assistant who are committed to enhancing children's learning.• Strathallan is an inclusive and nurturing school, promoting equality, diversity, opportunity, respect and achievement for all.• All pupils experience the broad general Curriculum for Excellence through high quality learning, teaching and assessment both indoors and through good use of outdoor spaces including the local forest. We aim to meet the needs of all learners through a variety of meaningful, differentiated tasks and activities which are suited to each child.• We link curricular areas to the wider world of work in order to equip our young people with the skills necessary for their future.• We have a house system into which each child is allocated a place. Tokens can be earned and awards achieved throughout the year and house competitions are arranged at points across the year to ensure children feel connected to their house.• We have excellent support from our parents/carers, with whom we communicate in as many different ways such as our school app, groupcall and most importantly through Seesaw. Using seesaw keeps our parents informed on day to day learning for their children and it is widely regarded as a very useful communication tool by parents.• We link with a variety of outside agencies, whose support we greatly value; these include Balwearie High School, other local secondary schools, other cluster primary schools, private nurseries, local businesses, Health, Social Work, Educational Psychologist, FACST, S.A.L.T, O.T, Active Schools, local councillors, Police Scotland and the minister from Abbotshall Church.• The school building hosts an Out of School Club from 3.05 p.m.- 6.00 p.m. each evening.	
Cost of the School Day (In what keyways do you plan to mitigate against Costs within the School Day)	

At Strathallan Primary and Nursery we are very much aware of the financial pressures facing all families. In order to support our school family, we look at reducing the cost of uniforms, school trips, free extra-curricular school clubs with ideas generated and shared with our parent council. The Parent Council are hugely successful in supporting the school and the families we serve financially.

Stakeholder engagement (in what ways have you engaged with your stakeholders learners/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
The PEF plan is shared with parents / carers at the Parents Council PEF Plan shared with teachers. PEF plan consulted with the Educational Psychology	N/A

Attainment Fund Rationale: Raise Attainment in Learning	Amount of Fund allocated (if appropriate) £21,000		
To support the emotional wellbeing of all Neurodiverse and disadvantaged pupils from Primary 1-7 who either have an ASD diagnosis or are awaiting further assessments to help them engage appropriately with all aspects of their learning at an appropriate level.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June

<p>Intervention 1</p> <p>By June 2025, the identified pupils will have strategies to help them manage their behaviours, in some instances talk about their feelings, reducing any emotional barriers to learning.</p>	<ul style="list-style-type: none"> • Daily nurture sessions for identified pupils • Twice weekly sessions to support fine and gross motor control development. • Skills analysis completed for all pupils. CT/SfL teacher • CIRCLE Participation Scale audits completed for each identified pupil termly. CT/PT/SfL. • Individualised/group action plans created and evaluated termly. CT/PT/SfL/PSAs • Strengths, difficulties, and individual plans adapted. • CT/PT/SfL/PSAs 	<p>Attendance and engagement data will be gathered daily/weekly.</p> <p>Individual pupil targets will be created and monitored based on a range of data sources including CIRCLE participation scale, social environment, and structures /routines audits.</p> <p>Power BI data analysed along with standardised assessments CEM (P1), SNSA (P4 & P7)</p> <p>Identified pupils' engagement in their learning will increase (age and stage dependent).</p>	
<p>Intervention: 2</p> <p>By June 2024, 31 identified children will be within their expected age-range for Writing:</p>	<ul style="list-style-type: none"> • Analysis of writing assessment to identify gaps for additional writing inputs on identified areas for improvement. • Look at data to CA for analysis. <ul style="list-style-type: none"> ○ <i>NSA data</i> ○ <i>Previous writing jotters</i> 	<p>Termly pieces of writing assessed.</p> <p>Triangulate data with CT, standardised assessments e.g. NSA for Primary 4 and 7 pupils</p>	

	<ul style="list-style-type: none"> ○ <i>Attendance</i> ○ <i>CfE predictions</i> ○ <i>BASE</i> ● CPD Activities planned for across cluster ● Engage with the professional learning team to support the use of improvement methodologies to track impact. ● January Cluster meeting to focus on analysis of impact data from December uplift to prepare action plan for Feb – June 2025. ● Target PSAs, ASN, SfL, Primary 1, 4 and 7 teachers with refreshers in Workshop for Literacy or broader where possible. ● Make links with Balwearie HS and cluster to understand core writing skills/expectations for transition. 		
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