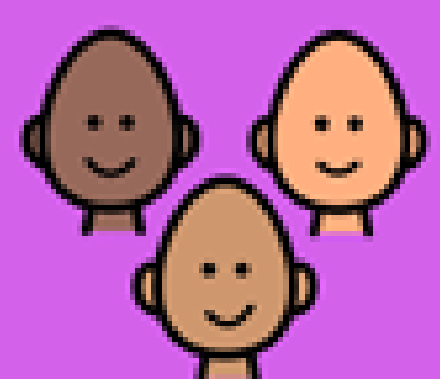


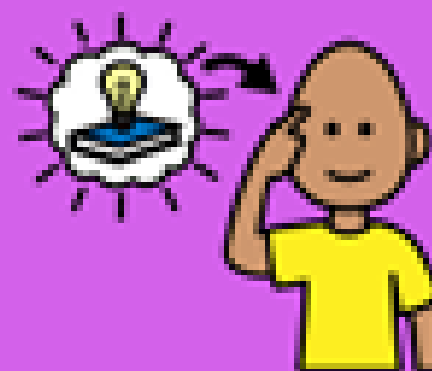


Staff Involved

Mr Cobb (HT)
Mrs Short (CT)
Mr Hargreaves (SfL)
All Teachers
All PSAs

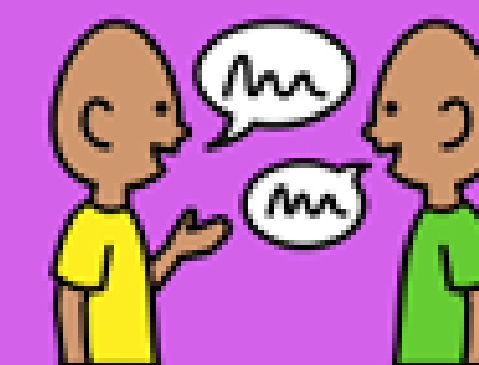
Strategic Actions

Teachers & PSA staff will have protected time to plan for individuals.



Our Positive Behaviour & Relationships Rationale will be launched across the school community with staff receiving further PL on Emotion Works & Decider Skills.

All staff will continue to engage with CIRCLE to inform their learning environments. Develop an agreed Learning Environment Rationale.



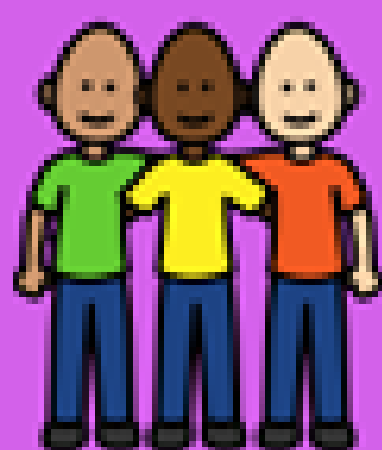
All staff to develop an Inclusive Practice Toolkit and refresh our SfL Referral process.

Priority 1: "Readiness for Learning"

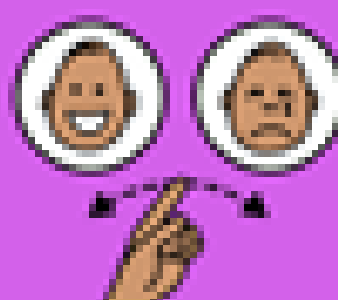
To support all children to access learning, evaluate existing practice and engage in professional learning to develop our universal, additional and intensive supports across our school and PEP (Year 2).

Expected Impact

All children will benefit from high-quality universal supports as a result of staff taking proactive steps to reducing barriers.

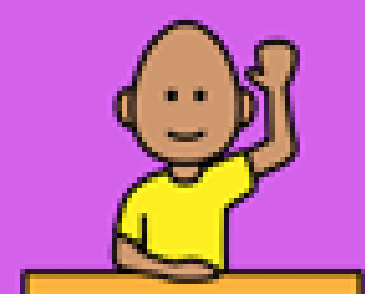


Children requiring targeted support receive well planned and appropriate interventions.



All children will have an increased understanding of emotional literacy.

All children and stakeholders will understand our refreshed Behaviour & Relationships Rationale.



How will we measure impact?

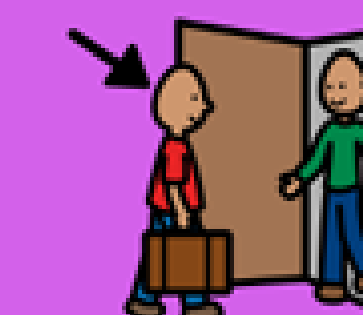
Data

CIRCLE Inclusive Classroom Scale
CIRCLE Participation Scale
Referrals to SfL



Direct Observation

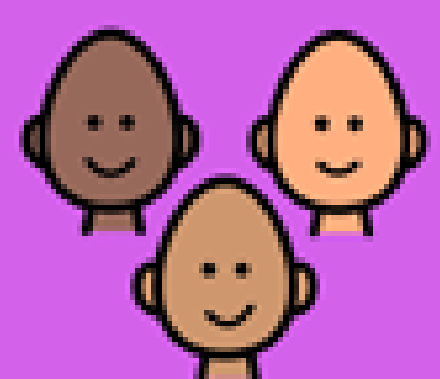
Class Visits
Extended Learning Partnership
Learning Walks



People's Views

Professional dialogue
SfL Meetings & Attainment meetings
Children's views
Stakeholders' views

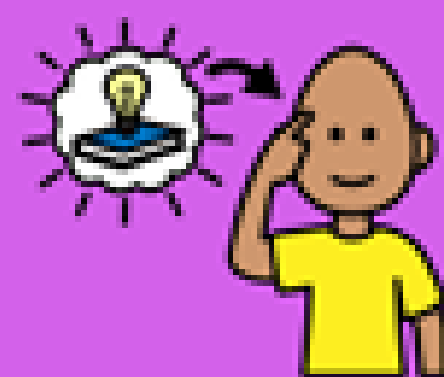




Staff Involved

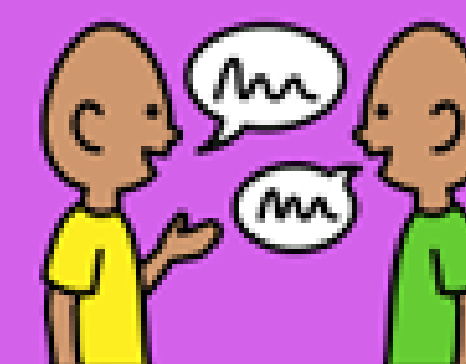
Mr Cobb (HT)
Miss Eldridge (PT)
Stuart Bell (NST Team)
PEP Teachers
PEP PSA Team

Strategic Actions



Working in partnership with the Neuroinclusive Practice Team (NST), embed consistent approaches to universal and targeted support across all learning environments using CIRCLE.

All staff engaging in twilight sessions – CIRCLE – CICS, Action Planning, Shared Working Framework creation, CPS.

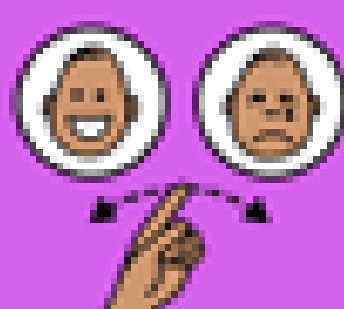
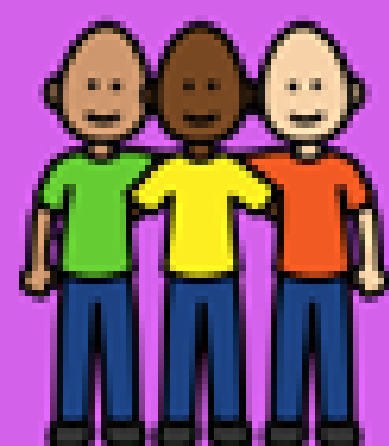


All staff engaging in collegiate sessions working on action plan targets identified at twilight sessions.

Priority 1 – Enhanced Provision – “Readiness for Learning”

To support all children to access learning, evaluate existing practice and engage in professional learning to develop our universal, additional and intensive supports across our school and PEP (Year 2).

Expected Impact



All children will experience consistently high-quality, inclusive learning environments that support engagement, independence and wellbeing.



How will we measure impact?

Data

Action Plan
Shared Working Framework
CIRCLE Inclusive Classroom Scale

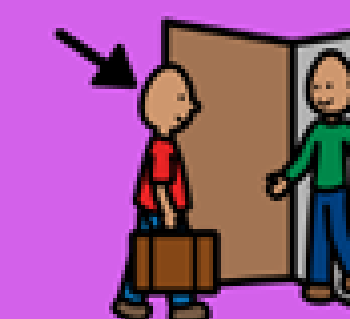


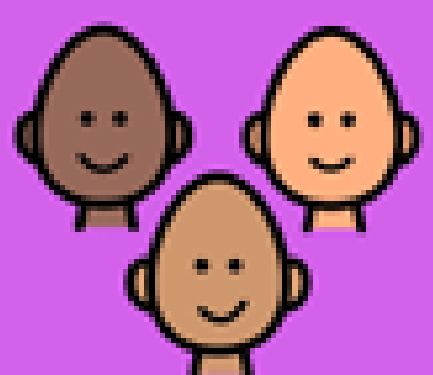
People's Views

Professional dialogue
Children's Views (using communication boards)

Direct Observation

Class Visits
Extended Learning Partnership



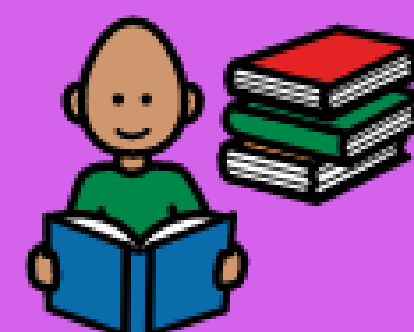


Staff Involved

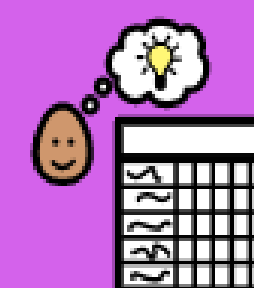
Mr Cobb (HT)
Mrs Adam (CT)
Mrs Jamieson (CT)
All Teachers

Strategic Actions

Implement the newly purchased reading scheme to ensure a progressive, structured and consistent approach to reading across all stages.



Develop an Assessment Calendar for Numeracy, Spelling, Writing & Reading Assessments.



Strengthen reading assessment and guided reading through the Fife Reading Assessment Pack using robust standardised approaches to identify gaps, track progress and improve questioning, differentiation and explicit comprehension teaching.

Staff to engage in PL to develop consistency in differentiation, higher-order questioning, and effective peer, self and teacher assessment through professional learning, dialogue and moderation.



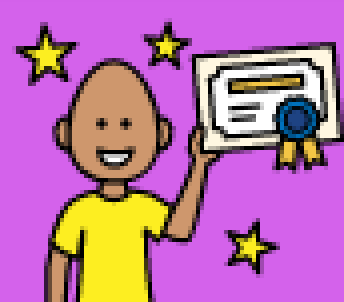
Priority 2 – “Progression in Learning”

Focus 1 - To improve Literacy attainment for all children by strengthening the consistency and quality of teaching in Reading and Spelling.

Focus 2 - All children will experience appropriate pace, challenge and support in their learning through effective assessment and moderation.

Expected Impact

Almost all children will be attaining national expected outcomes in Reading.



All children will experience appropriately differentiated learning, where higher-order questioning supports deeper thinking.

All staff will have increased confidence in planning and assessing reading using Fife Reading Assessment Pack.



All staff will develop an agreed assessment calendar to inform learning and teaching; as a result, all children receive relevant next steps to support progress and attainment.

How will we measure impact?



Data

Improved Attainment
Consistent Assessment Evidence

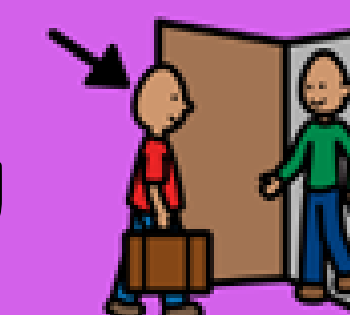
People's Views

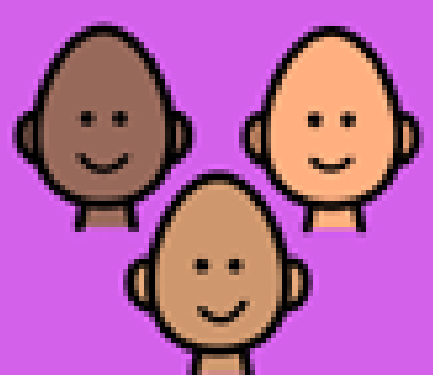
Pupil Voice Groups
Pupil Sampling
Staff Feedback



Direct Observation

Class Visits
Planning & Tracking
Meetings





Staff Involved

Miss Eldridge (PT)
PEP Teachers
PEP PSA Team

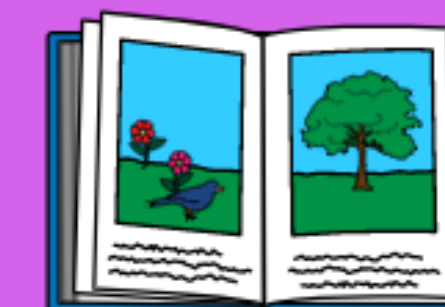
Strategic Actions

Develop and agree a clear learning, teaching and assessment framework across the PEP to ensure consistency of high-quality practice.



Improve the use of assessment, tracking and moderation to ensure robust evidence of progress and next steps (Progress).

Strengthen use of personalised planning (e.g. learner profiles, PLJs) to ensure learning is matched to individual needs.



Provide targeted professional learning to build staff capacity in differentiation, inclusive pedagogy and assessment.

Priority 3 – Enhanced Provision – “Progression in Learning”

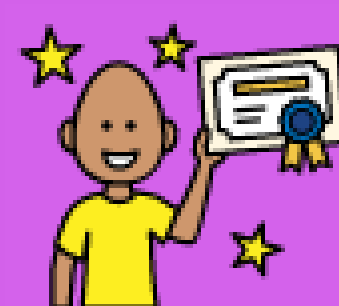
All children will experience consistently high-quality learning, teaching and assessment, personalised support and inclusive learning environments that meet individual needs and improve outcomes.

Expected Impact

All staff will demonstrate increased confidence and consistency in delivering high-quality learning, teaching and assessment.



All children will experience learning, teaching and assessment approaches that are matched effectively to individual needs, leading to improved progress across the curriculum.



Personalised support is consistently planned, implemented and reviewed, resulting in better outcomes for all children.

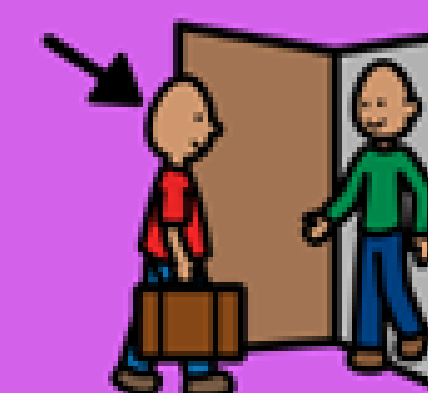
How will we measure impact?

Data

Tracking & Assessment
Planning Monitoring
PLJ



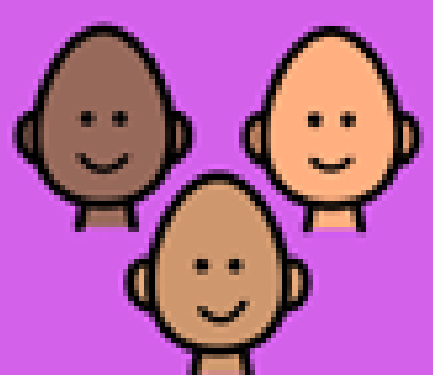
Direct Observation
Class Visits



People's Views

Professional Dialogue
Parents/Carers Views
Children's Views





Staff Involved

Mrs Cunningham (DHT)
Mrs Sutherland (PNT)
EYO Team

Strategic Actions

All staff will engage with challenge questions from the new Quality Improvement Framework to Self-Evaluate our setting.

Refresh learning on high-quality interactions that prioritise children's voice in planning. Develop consistent approaches to planning and documenting learning. PL on Floorbooks and Learning Walls.



All staff will use observations effectively to inform professional judgements and next steps in learning.



All staff engage in PL on "Think Equal" and establish a whole setting approach to delivering sessions. Engage families in the resource.

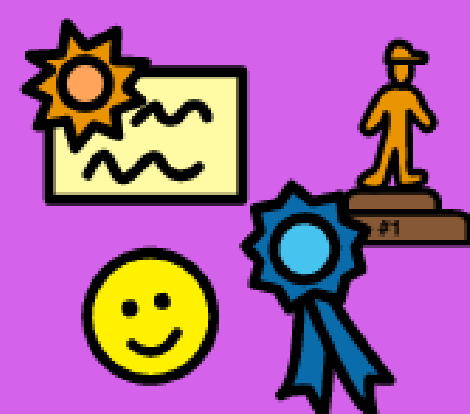
Priority 4 – ELC – "Progression in Learning"

All children will experience high-quality, progressive learning experiences which enables them to articulate, lead and reflect on their learning by adults displaying skilled interactions, consistent child-led approaches and ensuring pupil voice is at the centre.

All staff will have a shared understanding of achievements within Early Level supported by robust evidence, dialogue and meaningful documentation of progress ensuring all children make very good progress.

Expected Impact

All staff will have an increased understanding of achievement of a level (Early).



All children will increasingly shape and articulate their learning through high-quality interactions and meaningful documentation, with their voice clearly captured to track progress and inform next steps.

Almost all children will show increased emotional literacy and confidence in expressing their thoughts and feelings, strengthening their ability to build relationships and engage in learning.

How will we measure impact?

Data

Self-Evaluation Grids
Core Assurances
Monitoring
Attainment Tracking
PLJ Monitoring



People's Views

Staff dialogue
Children's views
Parent/Carer feedback



Direct Observation

ELC Visits
Focus on Interactions
Learning Environment Visit

