

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement

Focused Priority1:

- To support all our children to make good progress in their learning through proactively promoting a Rights Aware approach throughout school where equality, diversity and inclusion are actively promoted.

HGIOS4 Quality Indicators: 1.2 – Leadership of learning – children leading learning; 2.7 – Partnerships – collaborative learning; 3.1 – Inclusion and equality; 3.3 – Creativity & Employability; Creativity skills, Digital literacy

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
By May 2025 most children will be able to describe what a global citizen does in terms of learning for sustainability [<i>being me, finding and using my voice, ready to thrive, active citizens, wider connections</i>] at	Silver level Rights Respecting School work will be embedded across the curriculum by making explicit links to children's rights across the curriculum. Linked to active citizens, being me and ready to thrive.	SLT MAD groups All teachers	Data: MAD group meeting plans RRS Audit Glasgow motivation survey Planning meetings Fife's HWB responses Tracking meetings/ attainment data	Throughout session
	Global goals will be linked to MAD group plans. A calendar of rights of the month linked to pupil led events will be in place for the year. Linked to active citizens, making wider connections and ready to thrive.	SLT MAD groups All teachers		August 2024 (reviewed termly)

<p>Tayport Primary School.</p> <p>By May 2025 most children, staff and families have improved racial literacy awareness resulting in reduced bullying and racial incidents. There will be an increase in feeling safe and sense of belonging by P3-7 pupils [Glasgow wellbeing profile]</p>	<p>Anti-bullying and positive relationships policies to be refreshed.</p>	<p>Parent Council</p> <p>Peer mediators and Global Citizens MAD group</p>	<p>Attendance data</p> <p>Circle framework tools</p>	<p>December 2024</p>
	<p>Create an anti-racism charter</p> <p>Linked to finding and using my voice, building empathy</p>	<p>Peer mediators and Global Citizens MAD group</p>	<p>People's Views:</p> <p>RRS Parent/carer, Pupil and staff survey</p>	<p>October 2024</p>
	<p>Term one IDL to focus on health and wellbeing, anti-bullying, online safety, team building, positive relationships, and kindness.</p> <p>Linked to being me, building empathy</p>	<p>SLT</p> <p>All teachers, PSAs</p>	<p>End of IDL pupil evaluations</p> <p>Pupil wellbeing webs</p> <p>Check-in data</p>	<p>October 2024</p>
	<p>All teachers to plan for progressive outdoor learning experiences linked to wider achievement.</p>	<p>All teachers</p> <p>Impact Team</p>	<p>Observations:</p> <p>Class learning visits</p> <p>Walkthroughs</p>	<p>Termly</p>
	<p>The curriculum principle of personalisation and choice is evidenced through planning, jotter evidence, learning walls, displays, pupil voice and observations.</p>	<p>All teachers</p>		
	<p>All staff to attend professional learning in global citizenship and natural connections [outdoor learning].</p> <p>All children from P1-7 will achieve bronze foundation or level 1 natural</p>	<p>All staff</p>	<p>Leuven scale – outdoor learning</p> <p>Sway</p>	<p>October and January</p>



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	connections – equivalent to 25/30 hours outdoor learning across the year. Linked to all 5 areas of learning for sustainability			
	Wider achievement will be tracked consistently and shared regularly.	Teachers		
Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement

- Focused Priority 2:**
- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
 - Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS4 Quality Indicators: 1.2 – Leadership of learning; 1.3 – Leadership of change; 2.2 – Curriculum; 2.7 – Partnerships – collaborative learning; 3.1 – Inclusion and equality; 3.2 – Raising attainment and achievement; 3.3 – Creativity & Employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All children will experience planned, progressive learning experiences across the broad general education.	Professional learning during collegiate sessions will provide professional dialogue on assessment of all areas of the curriculum,	Identify areas of curriculum for different people	Data: Analysis of attainment data in literacy and numeracy alongside identified areas of the curriculum. Analysis of Base and NSA data.	November 2024
	Moderation activities using CfE benchmarks for all curriculum areas during collegiate sessions	HT Teachers		November 2024
All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children	All staff use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive. Attainment discussions and assessment evidence will inform professional	HT Teachers		People's Views:

<p>are making progress across all areas of the curriculum.</p>	<p>discussions. Records of understanding in literacy and numeracy reflect decisions.ull</p> <p>Staff will develop more confidence in planning for assessment</p>		<p>Staff feedback during tracking meetings and workshops.</p> <p>Parent/carer – views gathered</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 BGE.</p>	<p>All staff 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>Children's views – focus groups; MAD groups</p> <p>Observations: Forward planning monitoring</p>	<p>April 2025</p>
<p>Through planned opportunities with parents/career, knowledge of the BGE will be developed and this will ensure they can support children in their learning across the curriculum.</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.</p>		<p>Jotter sampling across curriculum</p> <p>Classroom observations</p>	<p>May 2025</p>
	<p>All staff will use reporting aspects of Progress to complete end of session reports to ensure all parents/carers have access to an annual written report informed by professional judgements.</p>		<p>Focus of Learning Partnership</p>	<p>June 2025</p>
<p>Ongoing Evaluation</p>				