



# SIP

2024-25

Identify Impact Teams

Roles for MAD

# Priority 1: All on track

- 1.1 – Self-evaluation for self-improvement – ensuring impact on learners' successes & achievements
- 2.2 – Curriculum – learning pathways, skills for learning, life and work
- 2.3 – Learning, teaching and assessment – effective use of assessment; planning, tracking & monitoring
- 2.4 – Personalised support – removal of potential barriers to learning
- 3.2 – Raising attainment and achievement - Attainment in literacy & numeracy Overall quality of learners' achievements



Fife Progression Pathways  
linked to **Progress**

Systems around using  
data to validate tracking  
predictions.

AiFL to inform  
planning & next steps

Cluster moderation of  
other areas of CfE using  
**Progress**

Familiarisation and  
tracking of **Progress**

Differentiated planning

Use of Records for  
Understanding alongside  
**Progress**

Consistently track  
wider achievement

Embed approaches  
to writing P1-7

Consistently share learning linking  
the 4 contexts for learning.

# Priority 2: Learning for sustainability

- 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

Racial literacy  
awareness raising



Personalisation & choice

Creativity through  
STEM

Opportunities to  
develop creativity,  
open-mindedness,  
imagination, problem  
solving, curiosity

Embedding RRS Silver  
Values – rights aware

Global goals linked to  
MAD group plans

Enrich IDL  
experiences

Building community  
links

Develop an Outdoor learning progression and policy

Update anti-bullying &  
positive relationship  
policies with families

Embed Silver Reading  
School approaches –  
Reading Cafés

Safety online

# Professional Learning

YOU'RE GOING TO

## Taking a Global Citizenship Approach in the Primary Classroom

ORGANIZER MESSAGE

Thanks for registering for our course - look out for emails from eventbrite with joining instructions, and please contact [diana@wosdec.org](mailto:diana@wosdec.org) should you have any questions.

1 TICKET SENT TO

[victoria.tweed@fife.gov.uk](mailto:victoria.tweed@fife.gov.uk)

[Change](#)

DATE

Monday, August 26 · 4 - 5:30pm

BST

## Anti-Racism in the Primary Classroom: Global Citizenship Approaches

ORGANISER MESSAGE

Thank you for registering - if you have any questions about this online course, please contact [carolyn@wosdec.org](mailto:carolyn@wosdec.org).

1 TICKET SENT TO

[victoria.tweed@fife.gov.uk](mailto:victoria.tweed@fife.gov.uk)

[Change](#)

DATE

Thu, 31 Oct 2024 16:00 - 17:30

GMT

[Developing Global Citizenship Through Play at Early Level Tickets, Mon 11 Nov 2024 at 16:30 | Eventbrite](#)

# Choose:



**Global Citizenship in Scotland**  
DEVELOPMENT EDUCATION CENTRES SCOTLAND

**Taking a Global Citizenship Approach to Primary Science**

Professional learning for GTCs registered teachers from Scotland's Development Education Centres

Thursday 27 February 2025 | 4pm - 5pm

**Taking a Global Citizenship Approach to Primary Science**  
Thu, 27 Feb, 16:00 GMT  
Free  
Scotland's Development Education Centres



**Global Citizenship in Scotland**  
DEVELOPMENT EDUCATION CENTRES SCOTLAND

**Taking a Global Citizenship Approach to Primary Maths**

Professional learning for GTCs registered teachers from Scotland's Development Education Centres

Wednesday 15 January 2025 | 4pm - 5pm

**Taking a Global Citizenship Approach to Primary Maths**  
Wed, 15 Jan, 16:00 GMT  
Free  
Scotland's Development Education Centres



**Global Citizenship in Scotland**  
DEVELOPMENT EDUCATION CENTRES SCOTLAND

**Taking a Global Citizenship Approach to Primary Writing**

Professional learning for GTCs registered teachers from Scotland's Development Education Centres

Wednesday 13 November | 4pm - 5pm

**Taking a Global Citizenship Approach to Primary Writing**  
Wed, 13 Nov, 16:00 GMT



**Global Citizenship in Scotland**  
DEVELOPMENT EDUCATION CENTRES SCOTLAND

**Taking a Global Citizenship Approach to Primary Modern Languages**

Professional learning for GTCs registered teachers from Scotland's Development Education Centres

Wednesday 22 January 2025 | 4pm - 5pm

**Taking a Global Citizenship Approach to Primary Modern Languages**  
Wed, 22 Jan, 16:00 GMT

# Ongoing School Improvement work

2.3 – Learning, teaching and assessment – effective use of assessment; planning, tracking & monitoring



- Circle – universal strategies in all classes.
- Improving children's ability to talk about learning/ reflection/ next steps
- Differentiated planning
- IDL planners show progress within levels.
- Offer parent workshops in targeted approaches
- Share learning with families consistently
- Homework approaches reviewed and agreed

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## Ongoing Nursery Improvement work

2.2 Curriculum; 3.1 Ensuring wellbeing, equality and inclusion



- Up up and away – summary of child evaluation tool stage two.
- UNCRC rights
- HWB – calendar and links made
- EYOs – conceptual numeracy understanding
- Develop open ended questioning techniques







**Learning for Sustainability:** (make specific links for MAD groups, curriculum rationale and so on)

<b>Headline:</b>	<b>Means:</b>	<b>How we do it at <u>Tayport</u>:</b>
Active citizens	Empowering learners to bring about positive change. <ul style="list-style-type: none"><li>• We work creatively to find solutions.</li><li>• We influence others and people in power</li></ul>	MAD groups – all – planning identifies: <ul style="list-style-type: none"><li>• Who could the group reach out to influence others</li><li>• How does the plan support equality for all?</li><li>• What are you raising awareness about?</li><li>• Anti-racism club?</li></ul>
Ready to thrive	In a rapidly changing world. Empowered individuals and communities, passionate learners & committed citizens building a better world.	Identify which sustainability goal the MAD group is supporting. <a href="#">THE 17 GOALS   Sustainable Development (un.org)</a>  IDL links to learning, life and work – the totality of our curriculum  RRS - play, outdoors, creativity, respecting others [ <a href="#">anti-bullying</a> ] L2L – protected characteristics, learn about differences,

Being me	Learning about myself, other people and the world around me.	Class charters Circle Framework Building resilience Anti-bullying fortnight Online <u>behaviour/</u> social media European day of language Community garden
Building empathy	Caring for others, nature and the world.	RRS – UNCRC – article 12 IDL – links Green Team, Gardening Gang Racial literacy – Breaking the <u>mould</u> on <u>padlet</u>
Finding and using my voice ( <b>could this be added to an IDL – debate skills?</b> )	Developing informed views and opinions and sharing these respectfully.	First news?? House Captain elections House Captain "surgeries" Use of news round – supporting discussion around issues – <b>debate skills [improve <u>l&amp;t</u>]</b>
Making wider connections	Exploring the connections between people, communities and issues.	MAD group – community champions and health hub – food bank, toy drive, pop up uniform shop, litter, community garden, heritage trail

Give teachers a set of the labels below:

**#operation\_kindness**

**We are all on TRACK  
to a bright future!**

**Active citizens**

**Ready to thrive**

**Being me**



**Building empathy**

**Finding & using your voice**

**Making wider connections**

**School Improvement Work**

**Nursery Improvement Work**

**Active citizens**

**Building empathy**

**Ready to thrive**

**Finding & using your voice**

**Being me**

**Making wider connections**