Tayport Primary School Improvement Plan
Session 2025-2026

Education Directorate Improvement Plan: Achievement

Focused Priority 1
- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children.

HGIOS4 Quality Indicators	**Quality Framework**
1.2 – Leadership of Learning; 1.3 – Leadership of Change; 2.2 – Curriculum; 2.3 – Learning, Teaching and Assessment; 3.1 – Ensuring wellbeing, equality and inclusion; 3.2 – Raising attainment and achievement; 3.3 – Digital literacy	

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
All children will experience learning that is more engaging, interactive and personalised. Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment.	**Professional Learning Activity** • Establish a mentor programme for any new teachers to support quality collegiate working within levels and understanding of Tayport teacher guidance. • Impact Teams of teachers, PSAs and pupils to lead digital journey. • From December 2025, as part of the agreed WTA 5 collegiate sessions, all staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment, including accessibility tools. • All staff will have awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills. **Enhancing learners' experiences**	SLT – SF Digital lead Transforming learning ambassador Teachers Level leaders – key teacher at early (working with	**People's Views:** Digital schools pre/post survey for children, staff and families. Feedback from parental engagement sessions GWMP survey HGIOS surveys – staff, parents, pupils Fife Pupilwise and Parentwise Surveys	Dec – May 2026 Aug 2025 & ongoing Mar 25 June 25

All children will become more digitally literate which will support them in their learning. 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.	• Ensure Circle Framework expectations are met in all learning environments. • Pupil digital team established and to visit Rimbleton PS to learn about digital pupil leadership and feed into SIP. • New smart screens installed. All ICT equipment audited, repaired or ordered before summer. • Pupil digital team to set up "Digi-Hub" for all classes. • Audit of current PICT progression and updating while identifying digital literacy skills that could be taught discreetly (NCCT). • Assistive technology 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 tools. Online safety focus term 2. **Learning, Teaching and Assessment** • Teachers will update Tayport's learning and teaching guidance to reflect use of digital tools. • P1-3 teachers to use and further develop agreed phonics guidance. • Teachers will update Tayport's 4 part model to include metaskills. • Teachers will track progress in independent apps such as Reading Eggs and Sumdog. • Explore how learners can share planned learning for term with home across digital platforms. • Establish teach meet sessions for next session for staff to showcase effective learner feedback using technology. • Teachers to use class data spreadsheets to capture assessment data and use to plan interventions. • Continue to support moderation and implementation of Progress System to track attainment.	nursery), first and second level SfL Teacher Teachers Teachers Teachers Teachers SLT Teachers SF Digital lead Level leaders – key teacher at early (working with nursery), first and second level	**Data:** Circle environment audits Planning meeting and evaluation evidence. Trial focused child approach during tracking meetings **Observations** Learning visits. Leuven scale used during learning visits. Learning Partnership focus: Is there evidence of all staff taking responsibility for developing digital literacy across the curriculum (2.2)? Are children innovative, confident and responsible in the use of technologies and staying safe online? Do they critically examine and make informed choices about the use of digital	Oct 25 & ongoing Term 1 Term 1 Term 2 Aug 25 & ongoing Termly Inset 2 Term 1 Term 2 Term 1

	Assessment and Feedback • Weekly learning reflections linked to our school values will be collected digitally and shared via school website's weekly update. • All teachers to engage in PL regarding quality feedback. • All P5-7 teachers will use Glow for homework and use targeted work from Sumdog for numeracy. • All P5-7 pupils will use apps within Glow. • All P5-7 pupils to develop a World of Work personal Digital Portfolios. **Parental Engagement** • Planned calendar of parent information sessions around our digital strategy.	SLT	technology to enhance and personalise learning in school? (3.3)	Term 3
Ongoing Evaluation				

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Education Directorate Improvement Plan: Equality & Equity	
Focused Priority 2: To support all our children to make good progress in their learning through moving towards a gold Rights Respecting (Gold) approach throughout school where equality, diversity and inclusion are actively promoted.	
HGIOS4 Quality Indicators	**Quality Framework**
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 *(Triangulation of Evidence/QI Methodology)*	Timescales
By May 2026 most children and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can share how it impacts on their lives and on the lives of children everywhere. Almost all children will report positive relationships and a mutual respect for rights within school.	**Professional Learning Activity** • Further PL around outdoor learning and STEM ThingLink • MAD group to be amalgamated, each with a focus on CRC locally, wider and globally. • Impact teams of teachers, PSA and pupils to lead key messages. **Enhancing learners' experiences** • Explicit links made from outdoor learning and wider achievement through looking outwards at what other schools do. Establish how digital will augment/ enhance outdoors. • Explicitly linking meta-skills to curriculum rationale and update on school website.Update	SLT SLT & Teachers RRS Impact Team RRS Impact Team All staff All staff/ pupils/ Families Teachers SLT	**People's Views:** Right Respecting School surveys – Families, Staff and Pupils HGIOS feedback pupils/ families/ staff# RRS Gold Accreditation Visit Pupilwise, Parentwise Surveys **Data:** Wellbeing web progress Fife Pupil Wellbeing Survey GMWP survey Planning meeting discussions – focused child discussions around HWB RRS Gold Accreditation Visit **Observations:**	Aug 25 and Feb 26 Sept/ Nov/ Feb March 26 March 26 Sept 25/ Mar 26 Nov 25/ Jan 26 Mar 26

Almost all report they are involved in making decisions about their learning and almost all children know that their views are taken seriously.	positive relationships policy within school. • Refresh curriculum rationale • Wider achievement tracker to be trialed. • House captain surgeries to ensure constant pupil voice. • Ensure a range of clubs/ groups offered across the session. **Learning, Teaching and Assessment** • Teachers to review HWB programme for P1-7 ensuring children's social and emotional wellbeing and developing healthy lifestyles is a priority. Keeping your cool in school embedded. • Listening and talking experiences & outcomes to be consistently taught and tracked. • Use media resources to engage pupils in discussions about global citizenship issues. **Parental Engagement** • Use the school website to share key messages and children's messages.	Teachers Teachers SLT	Learning partnership Pupil focus groups MAD group feedback RRS Gold Accreditation Visit **Learning Partnership Focus**: Is there evidence of our curriculum being grounded in our commitment to securing children's rights and wellbeing? (2.2) Does the ethos and culture of our school reflect a commitment to children's rights and positive relationships? Is there a sense that the whole learning community has a shared understanding of wellbeing and the children's right?	Jan 26 Sept 25/ Jan 26 Ongoing Mar 26

Ongoing Evaluation