

Education Directorate Improvement Plan: Achievement				
Focused Priority: Priority 1 - Digital Literacy				
<ul style="list-style-type: none"> • Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on for all staff on the use of digital technology. • To support all staff using digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people. 				
HGIOS4 Quality Indicators				
1.3 Leadership of Change	2.2 Curriculum	2.3 Learning, Teaching and Assessment	2.4 Personalised Support	3.2 Raising Attainment and achievement Securing Children's Progress
3.3 Increasing creativity and employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools.	Having already done an audit of how ICT and individual programmes are being used to support and enhance pupils' learning. We have created a draft ICT strategy which will be implemented across the school and adapted in line with staff and pupils receiving iPads as we follow the LA Transforming Learning journey in Thornton Primary and Nursery	Led by Digital working group – DG MH JB	Accreditation / recognition form schools digital award.	Term 1 INSET day – teaching staff to attend. Auchmuty High School to receive iPads and initial training on how to use them.

<p>Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment leading to improved outcomes for all children.</p>	<p>With the work we are doing we will register for the digital school award.</p>	<p>All staff</p>	<p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum</p> <p>This will be done using IDL and Sumdog</p>	<p>Triangulation of data and assessment information at planning and attainment meetings.</p> <p>Term 2</p>
<p>Children/young people In P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. All staff will have the option to improve their knowledge through the 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. 	<p>Led by ESO's, Digital PT's</p>	<p>Analysis of CFE and BASE/NSA data</p> <p>Analysis of data for identified cohorts e.g. SIMD ASN, EAL, LAC, AF</p>	<p>Triangulation of data and assessment information at planning and attainment meetings.</p>
<p>All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.</p>	<p>Enhancing learners' experiences</p> <ul style="list-style-type: none"> Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. 	<p>Led by Digital Working Group</p>	<p>1. Teachers will triangulate the data and plan interventions accordingly</p> <p>2. People's Views</p>	<p>P6 and P7 pupils get their Ipads</p> <p>Triangulation of data and assessment information at planning and attainment meetings.</p>
<p>Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will</p>			<p>Staff views on the use of digital technology to enhance learning.</p>	<p>Term 4</p> <p>Pupils use their devices to</p>

<p>ensure they can support children in their learning across the curriculum.</p>	<ul style="list-style-type: none"> Enable all staff to use digital tools to make learning and teaching more engaging. Accessibility features 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. <p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Teachers will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways. Teachers will use a range of digital tools to create and share explanations and to model learning processes. Planning for key learning to be shared via digital platforms to support P6/7 children/young people to access during and outside of lessons. Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace. Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select 	<p>Led by Digital Working Group</p>	<p>Self-evaluation (2.3) on strengths and next steps.</p> <p>Staff professional dialogue with school/cluster colleagues.</p> <p>Feeback from Professional Learning activity.</p> <p>Parent/carer views on children's experiences.</p> <p>Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.</p> <p>Observations</p> <p>Forward planning documentation.</p> <p>Classroom observations are linked to the use of digital technology to</p>	
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	<p>learning activities and co construct success criteria.</p> <p>Assessment and Feedback</p> <ul style="list-style-type: none"> • All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. • Development of Digital Portfolios to showcase learning over time using Showbie. • Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning. <p>Strategic Action Plan</p> <p>Professional Learning Activity</p> <ul style="list-style-type: none"> • Staff will engage in professional dialogue and use the CFE Early Level Benchmarks for Technologies and plan effective opportunities for children to develop their Digital Literacy skills. • During staff development and in-service training, staff should develop their own awareness of digital platforms and resources available to 		<p>enhance learning, teaching and assessment.</p> <p>Focus for LP – analysis of learning experiences using technology.</p>	
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<p>All children will experience planned, progressive learning experiences in digital learning.</p> <p>All staff will enhance their digital learning skills through collegiate sessions and CPD.</p> <p>Digital literacy is used effectively within the ELC to enhance</p>	<p>enhance the curriculum and develop our young learner's confidence with digital literacy.</p> <p>Forward Planning</p> <ul style="list-style-type: none"> • All staff will use the Early Years Framework to plan learning and monitor progression using the benchmarks and use evidence to plan the next challenging steps in learning. Staff will develop their own confidence in the use of digital literacy and during forward planning dialogues will feel more assertive to use evidence and assessment to inform professional judgement and discuss the next steps in learning <p>Tracking and Monitoring</p> <ul style="list-style-type: none"> • All staff in liaison with SLT and Nursery Teacher will develop their understanding of the Early years Technologies Framework and relevant language from this will be evident in PLJ's, Floor-books and during planning meetings. 	<p>Led by Digital Working Group</p> <p>SLT</p> <p>Responsibilities</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>Timescales</p>
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learning and teaching opportunities		Led by Nursery Teacher RG Senior EYO's EYO's	Data People's Views Nursery Teacher, Senior EYO's, EYO's sharing digital platforms. Professional dialogue focusing on relevant platforms and relevance to promoting digital skills from Early Years Benchmarks.	November Inset 2025 Termly
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			<p>Staff sharing evidence and ensuring progression of skills linking to the CfE Early Years Benchmarks.</p> <p>Planning meeting</p> <p>Forward Planning</p> <p>PLJ monitoring</p> <p>Playroom Observations</p> <p>Floor books</p>	<p>Weekly</p> <p>Termly</p>
		<p>PT FR</p> <p>Nursery Teacher RG</p> <p>Senior EYO's</p> <p>All Staff</p> <p>All Staff</p>		

		PT FR Nursery Teacher RG Senior EYO's All Staff		
Ongoing Evaluation				

Session 2025-2026 Improvement Plan –

Education Directorate Improvement Plan: Priority 2 - Achievement				
Focused Priority:				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 – Leadership of Learning		2.2 – Curriculum		
2.3 – Learning, Teaching and Assessment		3.1 – Ensuring wellbeing, equality and inclusion		
3.2 – Raising attainment and achievement		1.3 – Leadership of Change		
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. All staff will enhance their assessment skills through planned assessment and moderation activity; this will ensure all children are making progress across all areas of the curriculum	Professional Learning Activity <ul style="list-style-type: none"> As part of collegiate sessions staff will engage in professional dialogue on assessment of all/identified areas of the curriculum e.g. drama, sciences and social studies. All staff will use CfE benchmarks for identified/all curriculum areas to engage in moderation activity linked to e.g. drama, sciences and social studies. 	Led by HT All staff	Data Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CfE and BASE/NSA/eLIPS data Analysis of data for identified cohorts e.g. SIMD, ASN, EAL, LAC, AF.	October 2025 December 2025

<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 broad general education.</p> <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>Forward Planning</p> <ul style="list-style-type: none"> • All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. • Attainment and Forward Planning dialogues will support assessment within identified/all curriculum areas linked to assessment evidence which informs professional judgements. • Staff will develop confidence in planning for assessment. <p>Tracking & Monitoring</p> <ul style="list-style-type: none"> • All staff in liaison with SLT will further develop their working knowledge 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>Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas <p>Curriculum Rationale</p>	<p>Led by HT All staff</p> <p>Led by HT All teaching staff to participate</p>	<p>People's Views</p> <p>Teacher professional dialogue with SLT at FP & Attainment Meetings</p> <p>Feedback from moderation activity</p> <p>Parent/carer views on children's experiences of BGE</p> <p>Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum</p> <p>Observations</p> <p>Forward planning documentation monitoring</p> <p>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</p>	<p>October 2025</p> <p>September 2025</p> <p>November 2025</p> <p>January 2026</p> <p>April 2026</p> <p>February 2026</p>
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	<ul style="list-style-type: none"> Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE. 	All class teachers	area of curriculum, parent/pupil views of the delivery of the curriculum	September 2025
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				November 2025 February 2026 May 2026
Ongoing Evaluation				

Appendix B - Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Priority 3 Writing				
Focused Cluster Priority:				
Focused Priority: Improving writing attainment.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning 1.3 Leadership of Change 2.4 Personalised Support 3.2 Raising attainment and achievement		1.2 Leadership of Learning 1.3 Leadership of Change 2.4 Personalised Support 3.2 Raising attainment and achievement		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
By May 2026 we want most learners in P1, P2, P3, P4, P5 and P6 will have achieved their expected level in writing – base line currently Opportunities for learners to use self and peer assessment for writing will continue to be embedded using Fife place mats which have guidance for pupils on self and peer assessment across the school	Writing assessments baseline will be carried out, we will be adopting the Fife Assessment Pack created by the pedagogy team to develop a consistent approach SLT will meet with teachers during planning and tracking meetings to closely monitor writing attainment each term.		Base line data from writing assessments NSA Nov P4 data NSA OCT P7 data Records of understanding	AUGUST 2024 INSET – Training from PM Writing REP Introduction to Fife Progression Pathways for Literacy AUG 2024

<p>4-part model is used effectively and consistently across lessons to involve learners in their learning – (focus on writing lessons)</p> <p>All staff are confident in using the PM writing resource, and have engaged in Steven Graham's approach to writing</p> <p>All staff are now using the Fife Progression Pathways for Literacy to aid planning of literacy from P1 – P7</p>	<p>The 4-part model with a focus on LI, SC, skills and plenary will be the expected framework in all lessons – this will be monitored during class visits and Learning Partnership</p> <p>In AUG 2025 INSET staff to engage and begin to use Fife Progression Pathways for literacy planning</p>	<p>HT or PT</p> <p>Jennifer Stewart - Classteacher</p> <p>All Class Teachers</p>	<p>Did book / progress</p> <p>Staff evaluations and feedback</p> <p>Classroom visits</p> <p>Learning Partnerships</p> <p>Tracking of attainment gap through Power BI</p> <p>Pupil Focus groups</p>	<p>All classes to engage with self and peer assessment for writing.</p> <p>All classes use 4-part model agreed framework</p> <p>All classes should be using toolboxes for writing</p> <p>AUG/SEPT 2025 – Cold piece of writing from all classes</p> <p>OCT 2025 – Hot piece of writing after engagement with PM Writing and Steven Graham's approaches to writing</p> <p>Term 2/3 and 4 – Cold and hot pieces of writing termly to show progress in writing</p>
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Ongoing Evaluation

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

Focused Priority: Literacy - To improve early literacy outcomes by enhancing language-rich environments, teaching strategies, and parental involvement.

HGIOSELC Quality Indicators

1.2 Leadership of Learning

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

3.2 Securing Children's Progress

Expected Impact	Strategic Action Planned	Responsibilities	Measure of Success	Timescales
Enrich the learning environment with literacy-focused resources, providing high quality provision – spaces, interactions, and experiences	<p>Introduce more story corners and print-rich displays (labels, signs, alphabet charts).</p> <ul style="list-style-type: none"> - Rotate high-quality books monthly, including dual-language texts. 	<p>PT – FR</p> <p>Nursery Teacher – RG</p> <p>Senior EYO's</p>	<p>(Triangulation of Evidence/QI Methodology)</p> <p>Increase in child engagement with books.</p> <ul style="list-style-type: none"> - More frequent child-initiated literacy play. 	Termly

<p>All ELC staff are confident to deliver high quality Literacy experiences for children ensuring the Early Benchmarks are used to facilitate planning for the progression of skills.</p> <p>Increase daily planned literacy activities</p> <p>Strengthening family engagement in early literacy</p>	<p>Provide CPD on phonological awareness, and storytelling.</p> <p>Develop skills in dialogic reading - prompting children to talk about the story, asking questions to deepen their understanding, and expanding on their language.</p> <p>Implement daily story time, rhyme and mark-making opportunities.</p> <p>Host parent workshops on reading at home.</p> <p>Provide take-home story bags / literacy kits.</p> <p>Staff attending CPD In-service sign along session</p>	<p>EYO's</p> <p>PT FR Nursery Teacher RG Primary 1 Teacher BR</p> <p>Senior EYO EYO's</p> <p>Nursery Teacher RG Senior EYO's EYO's</p>	<p>Staff confidence and skill improved (measured through observations and feedback). - Consistent use of literacy strategies.</p> <p>Children show progress in early reading/writing development (tracked via observations and assessments).</p>	<p>Aug – Sept 25</p> <p>Aug, Jan, June</p> <p>Weekly/Termlly</p>
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<p>All Staff are using sign along</p> <p>Monitor and Evaluate progress</p>	<p>Termly assessments of literacy milestones (e.g., listening, vocabulary, mark-making).</p> <p>- Track groups to ensure equity (EAL, SEND, etc.)</p> <p>eLIPPS – Use results to plan for intervention and challenge</p> <p>Peer observations and feedback sessions.</p> <p>Planning reflects observations made and ensures the Golden thread is evident within the nursery environment.</p>	<p>Nursery Teacher RG</p> <p>All Nursery Staff</p> <p>All staff</p> <p>PT FR</p> <p>Nursery Teacher RG</p> <p>PT FR</p> <p>Nursery Teacher RG</p> <p>Senior EYO's</p> <p>All staff</p>	<p>Increased parent participation.</p> <p>- Parents report more home reading.</p> <p>A consistent approach to using sign along within the nursery and the school.</p>	<p>Termly</p> <p>ongoing</p> <p>Termly</p> <p>Aug, Jan, June</p>
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		All Staff		Termly
				Weekly/Termly
Ongoing Evaluation				

