TORBAIN PRIMARY SCHOOL & NURSERY

IMPROVEMENT PLAN 2025-2026

Improving life chances for all

Friendship Fairness Respect Honesty

TORBAIN SCHOOL

Torbain Primary School 2025-2026 Improvement Plan

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

Focused Priority:1   Transforming Learning

- To 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 effectively assess children's progress and to provide effective feedback and next steps
- To support the creation of a learning environment which ensures appropriate pace & challenge – leading to improved outcomes for children

HIGIOS4 Quality Indicators	Quality Framework Key Questions
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability	Key Question 1 – Leadership Key Question 2 – Children thrive and develop in quality spaces Key Question 3 – Children play and learn Key Question 4 – Children are supported to achieve

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	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. 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 – with a particular focus on feedback / next steps	**Professional Learning Activity** - As part of the agreed WTA (cluster 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 upskill 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. - As part of collegiate activity all staff will further develop their understanding of using assessment information effectively to plan appropriate pace and challenge for all children and to ensure professional judgements are based on robust assessment evidence.	Led by ESO's, Digital PT's / Transforming Learning Team & School Leads (K.Wyse) (M.McNeill) All staff	**Data** Analysis of data re. staff confidence / digital skills **Staff Feedback:** Staff views on use of digital technology to enhance learning Self-evaluation (2.3) on strengths and next steps Staff professional dialogue with school / cluster colleagues Feeback from Professional Learning activity. **Q. Assurance / Monitoring:** re. use of digital tools (through class observations / sampling / planning & tracking discussions) **Pupil Feedback:** Re. Digital Tools Pupil Focus Groups - HGIOURS	Term:1-3 Cluster Collegiate Sessions: *3.9.25 – @Capshard* *24.9.25 – @Fair Isle* *19.11.25 – @Valley* *25.3.26 - @Torbain*

Children/young people in P6 & P7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work. Identified Case Studies – evidence of improved resilience / confidence /accessing learning & developing independence 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. 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.	**Enhancing learners' experiences** • Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. • Enable all staff to use digital tools and creative pedagogical approaches to learning, teaching and assessment in order 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. **Learning, Teaching and Assessment** • 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 & P7 children/young people to access learning • 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 learning activities and co-construct success criteria. **Assessment and Feedback** • 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. **Parent / Carer Engagement** • Term:1 Parent / Carer Initial Feedback (FORMS) • Parents' Night Digital Focus – Sharing Session *(Torbain Techies)* • Planned Family Learning / Engagement Sessions **Curriculum Rationale** • Our Curriculum Rationale will be further developed to ensure that this is reflective of the opportunities and experiences of all children in relation to the use of digital technology.	Led by ESO's (Transforming Learning Team), Digital PT's, Transforming Learning Lead (K.Wyse) (M.McNeill) (SfL Staff) P6 / P7 Teachers All Staff M.McNeill K.Wyse Torbain Techies SLT	**Children's Views:** gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences. *Small scale test of change / Case Studies (identified pupils) linked with SfL **Planning Meetings / Observations:** Forward planning documentation. Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment. Focus for LP – evaluation of learning experiences through the use of technology. **Staff Feedback:** in relation to Digital Tools / Showbie **Parent / Carer Feedback:** FORMS (pre, mid and post feedback) Parent / Carer views of Family Engagement Sessions	

Ongoing Evaluation

Torbain Primary School 2025-2026 Improvement Plan

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

Focused Priority: 2   **Curriculum - IDL / High-Quality Assessment**
- 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 key 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
- *__HMIE Identified areas for Improvement:__ Continue to raise attainment of children across all areas of the curriculum / Continue to develop quality observation of skills across the nursery and school to ensure progressive development of skills*

Focused Priority: 2 (Nursery) – Children Play and Learn – Learning, teaching and assessment
- Plan and deliver a broad, balanced curriculum that promotes skill development through play

HGIOS4 Quality Indicators	Quality Improvement Key Questions
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	Key Question 1 – Leadership Key Question 2 – Children thrive and develop in quality spaces Key Question 3 – Children play and learn Key Question 4 – Children are supported to achieve

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Curriculum Progressions & Pathways: All children will experience planned, progressive learning across the broad general education. Children will be motivated and engaged with a focus on meaningful contexts for learning through IDL.	**Prof. Learning / Collegiate Work:** Staff will engage in professional dialogue with a focus on high quality assessment through IDL. Staff Working Party to focus on IDL / Review of 'Topics' Making links / ensuring meaningful contexts for learning through Year Overview (linked to whole school collegiate calendar)	All Staff HT / SLT Lead IDL Work Party SLT & Staff Work Party	**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 eg SIMD, ASN, EAL, LAC, AF etc **People's Views:** Staff, Pupil, Parent Feedback	

			People's Views	
Tracking Progress: All staff will enhance their assessment of skills through planned assessment and moderation activity; with a focus on high-quality assessment (e.g. through IDL). This will ensure 'engagement and progress across key areas of the curriculum' for all children. 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. *N.B. Use of PROGRESS Tracker* Staff will develop confidence in planning for assessment.	All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activities *with a focus on high quality assessment* All staff will use the progression pathways for identified curriculum areas to ensure planned learning experiences are progressive for all children. Attainment and Forward Planning dialogues will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements. 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 individuals or cohorts of children.	All Teaching Staff	**People's Views** Teacher professional dialogue with SLT at Planning / Tracking Meetings Feeback from moderation activities Parent/carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus groups on the learning experiences across the curriculum **Observations** Forward planning documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas Classroom observations linked to identified areas of the curriculum (QA calendar) Focus for LP – Learning experiences across the curriculum/identified areas of curriculum	
Play / Meta-skills: Progressive development of skills evident for all children across stages (Nursery – P7) Children can confidently articulate their skills development with reference to Torbain's 5 C's / meta-skills progression P5 – P7 learners confidently articulating their skills / evidencing achievements through MY WoW	Sharing Practice Session – review of progress / sharing **'Torbain Play Rationale'** *(link to focus on IDL – use of play provocations as pre/post assessment)* Nursery / School Staff – Sharing Practice Session (Observation of Skills) P5 – P7 learners engaging in 'MY WoW', evidencing achievements linked to skills through GLOW and with use of 1-1 devices.	Nicole Steel Joanna Houston (DHT) M.McNeill (DHT) Second Level Teachers		Term:1 / 2

| Nursery: All children will have opportunities to develop a wide range of skills through play, relationships and experiences. Staff will further develop quality observation of skills across the nursery. | Staff professional learning on skills development

Plan and deliver a broad, balanced curriculum that promotes skill development through play

Celebrate wider achievements with families and link to skills development.

Professional dialogue

Visits to other settings | EYO's

Joanna Houston (DHT)

Rachel Walker (PNT) | Children demonstrate increased confidence, independence and engagement in learning.

Staff can evidence progression in children's skills across curricular areas and wider achievements

Observations show children accessing a variety of skills-based experiences throughout the nursery setting | |

Ongoing Evaluation

Torbain Nursery 2025-2026 Improvement Plan				
Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Nursery Focused Priority:1 - Leadership • Staff development and Quality Framework implementation **Nursery Focused Priority: 2 - Children Play and Learn: Learning, teaching and assessment** • Plan and deliver a broad, balanced curriculum that promotes skill development through play **Nursery Focused Priority: 3 - Children play and learn: Curriculum** • To promote early numeracy and mathematical thinking				

HGIOS4 Quality Indicators	Quality Framework Key Questions
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Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Nursery Priority:1 Staff will enhance their knowledge and understanding of the new Quality Framework documentation through a structured approach to self-evaluation and professional learning opportunities Children will benefit from improved learning experiences as staff deepen their understanding of the new Quality Framework.	• Engage staff in regular professional learning sessions focused on the Quality Framework. • Facilitate collaborative self-evaluation activities using the framework as a guide. • Provide access to relevant resources and exemplars to support understanding • Encourage reflective practice and professional dialogue. • Joanna Houston to attend and support DHT Network to share practice and take part in professional dialogue to enhance knowledge and understanding amongst Kirkcaldy area ELC settings. •	Joanna Houston (DHT) Rachel Walker (PNT) EYO's	Staff can confidently discuss key elements of the Quality Framework – professional dialogue Evidence of the framework being used in planning, evaluation and improvement	Term 2/3 - Nov '25 inset & Feb '26 inset focus

Ongoing Evaluation:

Torbain Nursery 2025-2026 Improvement Plan

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

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Nursery Priority:2 To strengthen children's early numeracy and mathematical thinking - in rich, meaningful play experiences	• Embed numeracy in daily routines • Use open ended resources to encourage early development of numeracy and maths both indoors and outdoors • Professional learning opportunities for staff on early mathematical development • Observe and document children's mathematical thinking to inform planning • Engage families in supporting numeracy at home	Joanna Houston (DHT) Rachel Walker (PNT) EYO's	Children demonstrate increased confidence in numeracy and maths Staff can identify and support mathematical learning through play – using questioning to extend learning Observations and assessments show progression in numeracy skills Families report increased awareness of numeracy in everyday life	Term 3 – February inset

Ongoing Evaluation:

Torbain Nursery 2025-2026 Improvement Plan

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Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Nursery Priority:3 All children will have opportunities to develop a wide range of skills through play, relationships and experiences. Staff will further develop quality observation of skills across the nursery.	• Staff professional learning on skills development • Plan and deliver a broad, balanced curriculum that promotes skill development through play • Celebrate wider achievements with families and link to skills development. • Professional dialogue • Visits to other settings	EYO's Joanna Houston (DHT) Rachel Walker (PNT)	Children demonstrate increased confidence, independence and engagement in learning. Staff can evidence progression in children's skills across curricular areas and wider achievements Observations show children accessing a variety of skills-based experiences throughout the nursery setting	Term 1/2
Ongoing Evaluation				