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| **Education Directorate Improvement Plan:** Achievement | | | | |
| **Focused Priority 1:**  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 and reporting. | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| 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  All children will experience planned, progressive learning experiences across the broad general education.  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. | **Professional Learning Activity**   * As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum H&W, Exp Arts * All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to H&W, Exp Arts   **Forward Planning**   * All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. * Teaching staff at all levels will gather robust assessment evidence through the addition of PIRA/PUMA assessments to inform professional judgement. * Teaching staff will develop confidence in analysis of assessment data from a range of sources. * Attainment and Forward Planning dialogues will support assessment within identified areas. * Professional dialogue linked to assessment evidence will inform professional judgements and staff will develop confidence in planning for assessment.   **Tracking & Monitoring**   * All staff in liaison with SLT 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.   **Reporting**   * All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. * All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. * All teaching staff will attend council led training session on new reporting system.   **Curriculum Rationale**   * Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the BGE. | Led by HT  All Teaching Staff  Led by SLT  All Teaching Staff  Led by HT  All Teaching Staff  Led by HT  All Teaching Staff and SLT  Led by HT  All Staff and wider community | **Data**  Analysis of attainment data in Literacy, Numeracy along with identified areas of the curriculum  Analysis of CFE and BASE/NSA data and PIRA and Puma Data  Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc  **People’s Views**  Teacher views on new system  Teacher professional dialogue with SLT at FP & Attainment Meetings  Feedback from moderation activity  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  Learner sampling – literacy/numeracy, BGE Jotters, Seesaw and Torryburn Talks  Classroom observations linked to identified areas of the curriculum (QA calendar)  Focus for LP – analysis of data, Learning experiences in the identified area of curriculum, parent/pupil views of the delivery of the curriculum | October 2024  Related to assessment calendar 2024 - 2025 various dates  August 2024  September 2024 and May 2025  Ongoing throughout 2024 - 2025  Termly  Termly  Termly  October 2024 and March 2025  May 2025  12th March/ 22nd April  October 2024 |
| **Ongoing Evaluation** | | | | |
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| **Education Directorate Improvement Plan:**  Health & Wellbeing | | | | |
| **Focused Priority 2:** Torryburn children will develop a greater emotional literacy and be able to use this understanding to self-regulate. | | | | |
| **HGIOS4 Quality Indicators** | | | | |
| **1.2 Leadership of learning**  **2.2 Curriculum**  **2.3 Learning, teaching and assessment**  **3.1 Improving wellbeing, equality and inclusion** | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All staff will develop greater confidence and knowledge about children’s emotional literacy development.  The learning environments will support children in their development of emotional literacy.  Improved use of the outdoor learning environments around the school.  All staff will plan experiences which support children’s development of emotional literacy.  Parents and Carers will be supported to develop their understanding of children’s emotional wellbeing and the resources used in school. | Initial baseline surveys for all staff and pupils then repeat surveys.  **Professional learning Activities:**   * All Staff will engage in professional learning on Emotion works * Collegiate sessions on the use of Treehouse resources within the classroom * PSA training on the use of Treehouse for groupwork * Staff will be trained on the use of emotion works through collegiate sessions and inset days. * Links with forestry commission and Lochore Meadows to improve staff confidence in leading outdoor learning * Loose parts play linked to Meta-skills staff collegiate planning session   **Resourcing:**   * Tree of Knowledge resource will be implemented within the school in all classes * Emotion works will be purchased (PEF 3), implemented and displays of cogs created in main hall and playground initially leading to the development of displays within all classes * Loose parts play resources bought/sourced (PEF 1)   **Pupils:**   * Emotion works cogs taught initially through assemblies. * Follow up lessons in classrooms focused on stimulus chosen by teacher e.g. books/film clips * Each class to have regular time with loose parts play and time planned to use other local environments outdoors * Pupils to be supported through increased opportunities for Kitbag sessions (PEF 3)   **Parents:**   * Displays on Emotion works in school hall * Information to be shared with parents through newsletters on Emotion works * Parent workshop including pupil led activities in school | HT  P4-7 teachers  All PSAs | Baseline data and post data from staff/pupils through surveys  Torryburn Talks (pupil voice)  Class observations  Learning Partnership feedback  Feedback from parents from workshop | August 24/May 25  EW initial training end August 24  Term 1 and 2  Outdoor learning – Term ¾  From August 24  From August 24  By October 24  Class displays – By November 24  By October 24  Term 1 and 2  Term 1 and 2  From August 24  From September 24  By October 24  Termly  Term 3 |
| **Ongoing Evaluation** | | | | |
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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement | | | | | |
| **Focused Priority 3: To develop the use of universal supports through robust self-evaluation tools to plan more focused and effective targeted interventions** | | | | | |
| **HGIOS4 Quality Indicators** | | |  | | |
| 1.1 Self evaluation for Self-improvement  1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  2.4 Personalised support  3.1 Improving wellbeing, equality and inclusion | | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| P1-3/4 staff to develop knowledge and understanding of support and assessment tool CIRCLE framework  P1-3 staff to speak confidently about the support strategies that are in place and the rationale for using them.  Children to experience a wider range of supports that help them to make progress in their learning.  A robust approach to Meeting Learners needs within Torryburn Primary School through a policy framework and related procedures.  Targeted group and individual supports will support children’s wellbeing and outcomes in relation to attainment and achievement. | **CIRCLE Primary Resource**  Professional Learning and Implementation of CIRCLE Primary resource – Inclusive classroom tool  Staff group to attend 2 face to face PL sessions centrally and 2 group sessions in school (Torryburn PS)  Staff conducting an environmental audit within classroom using reflective questions then creating an action plan.  Evaluation of action plan  Cascade learning to colleagues in P4-7 and PSAs  **Self-Evaluation – HGIOASL**  SLT to read and discuss HGIOASL and use sections to reflect on our provision in school for children.  Create an action plan for next steps  Create a Meeting Learners Needs policy -share draft policy with staff for feedback and review/adapt before finalising and sharing with wider school community.  Termly Targeted Support groups/individual support to be re-focused relating to pupil data on groups e.g ASN/poverty related interventions (PEF). Reviews of progress termly. | DHT  SFL teacher  P1-3 teachers | | **Views:**  Staff and parent feedback from discussion groups and surveys  Feedback on Meeting Learners Needs -baseline survey (September 24)  CT views shared with SLT at termly pace and progress meetings  **Data:**  Attainment and attendance data for individual pupils  Data from small test of change in P1-P3/4 classes  **Observations:**  Staff observations of pupils  SLT and peer teaching observations and of learning environments | 4th September council training  Term 1 and 2  Circle PL Group  In person 4 Sep  In school W/B 16/9  In person 11 Nov  In school E/B 9 Dec  Term 3  Term 1 and 2  Draft by November 24  From September 24 |
| **Ongoing Evaluation** | | | | | |
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| **Education Directorate Improvement Plan:**  Achievement/Health & Wellbeing | | | | | |
| **Nursery Priority 1:** To support the health and wellbeing of our whole nursery community and develop pupil emotional literacy. | | | | | |
| **HGIOELC Quality Indicators** | | | | | |
| 1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  2.5 Family learning  3.1 Ensuring Wellbeing and Inclusion | | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All staff will develop greater confidence and knowledge about children’s emotional literacy development.  The nursery playrooms will support children in their development of emotional literacy.  All staff will plan experiences which support children’s development of emotional literacy.  Parents and Carers will be supported in their own and their child’s wellbeing. | **Professional learning opportunities:**   * Staff will engage in professional reading ‘Emotional Literacy in the early years’ * Provision Audit from ‘Emotional Literacy in the early years’ * Training will be provided for the use of Tree of Knowledge within the nursery * Staff will be trained on the use of emotion works.   **Resourcing:**   * Tree of Knowledge resource will be implemented within the setting * Emotion works will be implemented within the setting.   **Parental Engagement:**   * Family Room will be developed to create a welcoming space for parents and carers. * A wider achievement pinboard will be created to celebrate out of school success. * A programme of family, parental and child learning will be developed. | Headteacher  SEYO  EYOs from each room  Nursery teacher | | Feedback gathered through staff floor book  Feedback forms from training inputs  Audit  Evidence from PLJ’s  Evidence from Learning conversations  Staff and parental questionnaires  Parental questionnaires  Evidence form Seesaw (Photo’s of wider achievement wall)  Engagement levels across planned family learning activities. | Chapters 1 to 4: October 2024  Chapters 4 to 8: December 2024  Inservice 1 august  October 2024  January 2024  October 2024  January 2024  October 2024  September 2024  October 2024 |
| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement | | | | | |
| **Nursery Priority 2:** To support the ongoing assessment and removal of barriers for children within the nursery playrooms. | | | | | |
| **HGIOELC Quality Indicators** | | | | | |
| 1.3 Leadership of change  2.3 learning, teaching and assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion | | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All staff to develop knowledge and understanding of support and assessment tool up, up and away.  All staff to have an awareness of the SHANNARI indicators and can confidently use the 5 wellbeing questions when reporting on a child’s progress during review meetings.  All staff to speak confidently about the support strategies that are in place and the rationale for using them.  Children to experiences a wider range of supports that help access the nursery provision.  A robust approach to reviewing children’s development needs and communicating these with parents. | **Professional learning:**   * Council led training around UP, UP and Away * Professional reading in relation to EAL ‘supporting the wellbeing of young children with EAL’ * Staff training on SHANNARI and wellbeing questions   **Assessment:**   * Implementation of Up, Up and away assessment tool and strategies * Development of learning conversations to focus on curricular outcomes and ASN * Development of nursery review cycle to support communication with parents.   **Resourcing:**   * Nursery playrooms audited against Up, Up and away and resources purchased to support pupil needs. * Development of play box resources from training carried out May 2024 with inclusive practice team. | DHT  SEYO  EYOs from each room | | Feedback from staff Floorbook  Feedback from self-evaluation  Feedback from training inputs  Learning conversation minutes  Up, Up and away assessment sheets  Feedback from parents  Audit from UP, Up and away  Feedback within staff floorbook | Term 1 2024  Term 3 and 4 2024 – 2025  November in-service 2024  November 2024  August 2024  September 2024  Audit October 2024 – ongoing resourcing  May 2025 |
| **Ongoing Evaluation** | | | | | |
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