Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Equality & Equity, Achievement

Focused Priority: Literacy – 81% of P2 children on track with their learning in writing by Jan 2025 from a baseline of 34.5%

All children in nursery are making good progress across literacy from their entry baseline by May 25

HGIOS4 Quality Indicators	**HGIOELC Quality Indicators**
2.3 Learning, teaching, and assessment **3.2 Raising attainment** **Sub QIs – theme indicated** 2.2 Curriculum – development of curriculum and learning pathways 1.1 Self eval for self-improvement - ensuring impact on learners' successes and achievements 1.2 leadership of learning – all themes 1.3 Leadership of Change - implementing improvements and change 2.4 Personalised Support - removal of potential barriers to learning 2.5 Family Learning – engaging families in learning	**2.3 Learning, teaching, and assessment** **3.2 Raising attainment** Sub Qis and themes 2.2 Curriculum – pedagogy and play 2.5 Family learning – early intervention and prevention

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**

Teachers and EYOs are confident in understanding the school strategy for raising attainment in literacy and pedagogy in literacy **81% of P2 children on track with their learning in writing by Jan 2025 from a baseline of 34.5%** **Stretch targets for P1, 4 and 7 met (Stretch targets still to be published)/ good progress from nursery entry to exit in literacy** **Almost all children have positive attitudes and engagement in literacy** **Play experiences are planned to support literacy in the early years**	1. Engagement from all staff in revised literacy policies – professional learning 2. Professional Learning all staff – progression framework 3. Discussion at Planning and Tracking meetings throughout the year regarding policy implementation 4. QI methodology Professional Learning pairs (teaching staff) for literacy with focus on children off pace 5. Play based writing opportunities 6. Parent input at ELC, P1 and P2 7. Calendar of literacy based events – ELC and school 8. Racial literacy focus – audit books in school and ELC; professional learning for staff, add to reading policy 9. Application to National Literacy Trust for funding (books, furniture, audio player, CPD for 2 staff) 10. Literacy through Kodaly ELC Professional Development (link literacy and expressive arts priority) 11. Professional Learning for ELC staff – Up, Up and Away	1-2 Reading working party from session 23/24 to lead 3. School leadership team 4. QI trained teachers to lead – one each pair (LB, LM, AB, LW, JM) 5. P1 teachers 6. NWand LS 7. KM 8. KM 9. KM 10. LS EYO lead (TBC) 11. LS and KM ***Potential involvement of Cluster PT LS***	**Quantitative data** QI methodology reading / writing NSA and pupil assessments (moderation cycle) ELC and school tracking ELIPS **Views** Learning partnership staff dialogue Pupil voice during QI methodology reading / writing Pupil focus groups within moderation cycle Parent views following workshop and Shared Starts / Stay and Play/ Bookbug **Observation** Learning partnership class / playroom visits Classroom / playroom peer observations as part of moderation cycle	1-2 August Inset, 3. Termly 4. August Inset + meetings in Term 1 and 2 5. August Inset + meetings Term1 and 2 6. November 2024 7. by end of term 1 8. February Inset 9. Application made May 24 – update once we know if application is successful 10. 10th Sept 12th Nov twilight training – lead EYO; Nursery teacher training Aug Inset 2

Ongoing Evaluation

Education Directorate Improvement Plan: Equality & Equity/Achievement

Focused Priority: All children in ELC and school are making good progress in technology – computing science by May 2025 (from baseline)

HGIOS4 Quality Indicators	**HGIOELC Quality Indicators**
Linked to all relevant QIs as well as key QIs 2.2 Curriculum / Sub QI Theme: Learning Pathways, Skills for Life, Learning & Work 2.3 Learning, Teaching & Assessment / Sub QI Theme: effective use of assessment, planning, tracking and monitoring 3.3 Increasing Creativity & Employability / Sub QI Theme: Digital Innovation, Digital Literacy	Linked to all relevant QIs as well as key QIs 2.2 Curriculum: learning and developmental pathways, pedagogy and play 2.3 Learning, Teaching and Assessment 3.3 Developing creativity and skills for life and learning: developing digital skills

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**

			Quantitative Data	1. Term 1 CD time
Educational experiences for all children are enhanced through the use of digital learning	Involvement in Digital Learning plan as part of Fife Core approaches: leading and Embedding a Digital Learning Culture	1.KM 2. KM 3.JM and CG 4. JM and CG 5.KM 6-10. JM and CG	Attainment data from assessments **Direct Observation** Learning Partnership visits to classes Classroom visits	2. Term 3 3. Nov inset, Feb inset, CD3 4. Nov Inset, Feb inset, CD4 5. Term 3 (Shared Start) 6. Starting Term 1 and continuing
All children are making good progress in technology - computing science outcomes	**Staff Professional Learning** 1. Training on PROGRESS to track progress in Technologies (as well as HWB, Maths and Literacy)			
All teaching staff are confident using and accessing GLOW	2. Training on reporting module within PROGRESS		**Views** Pupil focus groups	
All staff are confident in their use of digital technology	3. Use of GLOW, TEAMS and linked apps – skills and approaches to integrate to enhance teaching and learning	All staff responsible for leading digital learning within their class NW and LR responsibility for PROGRESS use within their departments	Staff professional dialogue Parent Questionnaire	
All children know how to keep safe in the digital world (age appropriate)	4. Digital learning progression, including cyber security and computing science			
All parents have appropriate information on how to keep their child safe in the digital world	**Parents** 5. Digital safety information **Pupils** 6. P7 Chromebook project 7. Touch Texperts group 8. Digital Communications Committee- supporting all classes to make their own communication sway			

	Others 9. Links with Woodmill high School and cluster – progression in learning 10. Links with employers – how digital skills are used in the workplace / Our World of Work			

Ongoing Evaluation

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

Focused Priority: Almost all children in P4-7 school are able to use a set of strategies to support developmentally appropriate self- regulation by May 2025 (from baseline)

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
3.1 Improving Wellbeing, Equality, and Inclusion **Sub QIs** 2.4 Personalised Support 2.3 Learning, teaching, and Assessment – Learning and Engagement 1.5 Management of resources and environment for learning 1.2 Children and young people leading learning	3.1 Improving Wellbeing, Equality, and Inclusion **Sub QIs** 2.4 Personalised Support 2.3 Learning, teaching, and Assessment – Learning and Engagement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All staff are confident in selecting and using a range of de-escalation strategies **Almost all children (P4-7) behave well and are able to use strategies to support self - regulation**	1. Professional learning – Behaviour suite of policies - staff engagement; 2 staff attend Suzanne Z input 2. Sensory boxes and backpacks – restock, FIX -it folders in use 3. Instruction 'manual' for sensory materials and Fix-it folders 4. Finalise approaches for pupil voice in planning documents (Child's Plans and PAMP)	1. LR 2. VB 3. VB 4. LR 5. Educational and ASIST – 6. PSS 7. LR	**Quantitative Data** Attainment data (better behaviour leading to better learning) Attendance data Data on children being in /out of class **Direct Observation**	1. Aug Inset / September 2024 2. By end of term 1 3. By end of term 1 4. By February term 3 5. Ongoing 6. Term 1 and 2

All staff are skilled at providing an inclusive approach leading to improved pupil engagement and outcomes in learning	5. Professional learning support regarding individual pupils and planning for them (PSAs and teachers) 6. Professional Learning visits for PSAs to PSS 7. Professional Learning - CIRCLE		Learning Partnership visits to classes Classroom visits **Views** Pupil focus groups Staff professional dialogue Parent Questionnaire	

Ongoing Evaluation

Education Directorate Improvement Plan: Equality & Equity/Achievement

Focused Priority: Almost all children in N5 are on track in their learning in expressive arts by May 2025 (August baseline)

HGIOS4 Quality Indicators	**HGIOELC Quality Indicators**
	2.2 Curriculum: learning and developmental pathways, pedagogy and play 2.3 Learning, Teaching and Assessment 2.7 Partnerships: engagement of parents and carers in the life of the setting 3.1 Ensuring wellbeing, equality and inclusion: inclusion and equality 3.3 Developing creativity and skills for life and learning

Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** *(Triangulation of Evidence/QI Methodology)*	**Timescales**
Staff are confident in delivering a set of experiences within Expressive Arts which take account of the design principles **All children show high levels of engagement with experiences across the expressive arts which allows them to make good progress with their learning**	For all areas of expressive arts • Audit practice • Audit resources • Professional learning • Progression Pyramid and link to planning • Sustainability focus • Equalities focus • Indoor and outdoor Provision • Stay and Play sessions with parents (information for parents to take away)	Music – LS and Kodaly EYO lead Drama – DA Dance – TBC Art – Jillian Murray LP to lead on outdoor	**Quantitative Data** Attainment data – expressive Arts **Direct Observation** Learning Partnership visits to playrooms Planning PLJs / SeeSaw **Views**	Term 1 and 2– Music (link to Kodaly), Nov inset and staff meetings Term 3 – Drama and Dance – Feb Inset and staff meetings Term 4 – Art and Design – staff meetings

			Pupil focus groups	
			Staff professional dialogue	
			Parent Questionnaire /	

Ongoing Evaluation