**Session 2025-2026 Improvement Plan**

**Touch School**

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| **Education Directorate Improvement Plan:** Achievement | | | | |
| **Focused Priority:**  High quality learning, teaching and assessment through professional learning for staff (including the use of digital technology) leads to improved attainment outcomes for children  (digital learning outcome impact is likely to be seen in year 2 of the programme due to iPad implementation date) | | | | |
| **HGIOS4 Quality Indicators** | | | **Links to SSE**  **Links to next steps from previous SIP**  **Stretch targets still to be sent**  **Part of cluster plan** | |
| 1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and achievement  3.3 Increasing creativity and employability | | |  | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| P7 Numeracy stretch target of 71% (from baseline of 0% have attained Second Level / 64% forecast to achieve by May 2026) is reached by May 2026 – i.e. increase of 7% from expected level.  All teachers are confident accessing PROGRESS and using assessment data collected through our assessment framework to support next steps in learning  All children experience classrooms which are inclusive and support their learning  All teaching staff have increased their confidence in the use of iPads and digital technology to enhance learning; leading to improved pupil engagement  All children experience a coherent and progressive curriculum across all subject areas.  All children are increasingly able to use feedback, and talk about their learning, skills and targets | **Professional Learning Activity**   1. P5-7 teachers Space Maths prof learning 2 twilights term 1 2. Using PROGRESS and SEEMIS to access pupil information – SIMD, FME, attainment etc 3. 4 twilight sessions and 1 INSET session, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. An additional 4 hours set aside in WTA for personal CPD to support this.   **Enhancing learners’ experiences**  **Engagement**   1. Use CIRCLE framework and Environment checklist with peer to set up and maintain classrooms 2. Personalise learning by tailoring content on digital platforms to suit individual/class needs. 3. Enable all staff to use digital tools to make learning and teaching more engaging. 4. Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence at P6 and P7   **Learning, Teaching and Assessment**   1. Teachers will plan appropriate learning based on Fife’s curriculum progression pathways. Digital skills will be incorporate within this T4. 2. Teachers use adaptive teaching and learning 3. Team teaching focus on literacy and ASN support 4. Meta skills and achievements 5. Space maths project P5-7 (16 lessons) 6. Teachers will use a range of digital tools to create and share explanations and to model learning processes. 7. Planning for key learning to be shared via digital platforms to support P6/7 to access during and outside of lessons. 8. Teachers will plan for differentiated learning (adaptive teaching) by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace. 9. 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**   1. Teachers will use our agreed Assessment Framework to assess and inform teaching and learning across the curriculum 2. Supporting children to use feedback and target setting 3. Incremental progress shown through assessment 4. Cluster moderation activities for Maths, Numeracy, Metaskills | 1. Training by; implemented by P5-7 teachers 2. Lead – Nicola Wilson; all teachers 3. Training Eso and PTs, all teachers 4. Linsay Rennie – lead; All staff 5. Katrina miller lead – digital elements; all staff 6. 6. All staff 7. P6 and 7 teachers   Nicola Wilson lead planning and assessment   1. All staff 2. All staff 3. Lara Moles with P1 and 7 teachers 4. All staff 5. P5-7 teachers 6. All staff 7. P6 and P7 teachers 8. To 19. All staff 9. All staff + cluster (DHTS to organise) | **Data**  Analysis of attainment data in Literacy, Numeracy along with all areas of the curriculum  Analysis of CFE and BASE/NSA data  Analysis of data for SIMD ASN, FME  **People’s Views**  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.  Parent/carer views on children’s experiences.  Children’s views gathered through Learner Conversations  **Observations**  Forward planning documentation.  Classroom observations  Peer feedback on classroom environments | 1. Term 1 2. Termly 3. Terms 3 and 4, 11/2/26 INSET pm – iPad deployment at WHS   Tues 24/2/26  3.30-4.30pm   Teaching with the iPad  Wed 11/3/25  3.30-4.40     Differentiation using the iPad  Tues 21/4/25  3.30-4.30     Assessment and Feedback using the iPad  Wed 27/5/25  3.30-4.30     Creativity with the iPad   1. Aug Inset 2. Term 4 3. Term 4 4. Term 4 5. Term 1 6. Term 2 7. Term 1 onwards 8. Term 2 9. Term 1 (16 lessons) 10. To 16. Term 4 11. Term1 12. Term 2 13. Term 1 onwards 14. Nov, Feb and May Inset days |
| **Ongoing Evaluation** | | | | |
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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing/ Attendance & Engagement | | | | | |
| **Focused Priority:** **Improved Behaviour and Relationships leading to improved attainment.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **Links to SSE**  **Links to next steps from previous SIP** | | |
| 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 | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All staff are consistently using proprioceptive activities throughout the day to support children in regulating  All children have increased emotional literacy and resilience;  safer, more respectful peer relationships  All children feel a sense of agency around their wellbeing leading to greater self-esteem, resilience and learning | 1. Revision of routines, scripts, visuals and environment checklist 2. Prof Learning Part 2 Demand Avoidance 3. Proprioception in the classroom and playground - Small test of change in each class 4. Anytime , Anywhere Strategies updated with Proprioceptive elements 5. Insight to wellbeing programme –  * 5x45 minute lessons * Pre and post focus groups * Parental supports  1. Insight into Wellbeing – Early years pilot 2. Playground Leaders development course for children+ peer mediation 3. Daring Ventures development-   Heart Maths group research project (pupil group) and staff input with link to Ed Psych input on Adult Anxiety Curve (links back to Demand Avoidance input)   1. Staff familiarisation with new Scottish Government Guidance (Fostering a positive, inclusive and safe school environment guidance 17/6/25) and any subsequent Fife guidance 2. Parent, Staff and pupil focus group for development of Operational Guidance to accompany our Relationships and Behaviour policy | Lead – Linsay Rennie   1. All staff 2. Ceri Titley Ed psych ; all staff 3. PSAs lead 4. All staff 5. Upper school staff 6. Early Years staff 7. Karin Murray PSA 8. Linsay Rennie and cluster group 9. Katrina Miller 10. Katrina Miller | | **Quantitative Data**  Attainment data (better behaviour leading to better learning)  Attendance data  Small test of change data  **Direct Observation**  Learning Partnership visits to classes  Classroom visits  **Views**  Pupil focus groups  Staff professional dialogue  Parent Questionnaire | 1. Term 1 and 2 2. Term 2 3. Term1 and 2 4. Term 2 5. Term 2 /3 -TBC with provider (winter?) 6. TBC 7. Term 1 8. research project and wellbeing transition activities throughout the year 9. Term 2 10. Term 2 |
| **Ongoing Evaluation** | | | | | |
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| **ELC** | | | | |
| **Education Directorate Improvement Plan:** Achievement – Transforming Learning | | | | |
| **Focused Priority:**  **Staff have the skills and knowledge to confidently provide high quality interactions, interventions, experiences and environments to support children’s development and learning.** | | | | |
| **Quality Framework QIs** | | |  | |
| Play and Learning  Learning, Teaching and Assessment  Children experience high quality spaces  Curriculum | | | **Links to SSE**  **Links to next steps from previous SIP** | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| High quality observations, interactions, experiences and environment lead to improved outcomes for children  All parents feel confident supporting their child’s learning and working in partnership with staff  Timely support and interventions are made to support those children at greatest risk of not attaining, shown through eLIPS data.  All children are happy, engaged, independent (age and stage appropriate) and confident | **Professional Learning**   1. eLIPS professional learning 2. Quality Interactions -ELC Fife Blog   Quality Observations-ELC Fife Blog   1. Parent Engagement SSC open badge 2. Familiarisation with new Shared Framework and the use of this for self-evaluation 3. Familiarisation with meta skills   **Parental Engagement**   1. Consultation with parents on best ways to engage (link to parent engagement for priority 2) 2. Regular Stay and Play sessions / Bookbugs, PEEPs 3. Home bags (STEM, storysack, activity, story telling) 4. Digital strategy   **Play and Learning**   1. 5 little things story progressions 2. Outdoor learning – Forest. Playpark, Community Garden cycle 3. Signalong and communication strategy | 1.Lesley Smith joint input with Duloch; all staff  3.Dana Anderson and then cascade to staff  4. Katrina Miller – all staff; Lesley Smith joint input with Duloch  5. Lesley Smith – nursery teacher  6. Dana Anderson, Nadia McGovern, Jillian Murray  7. Susan McTernan, Jillian Murray  8. Susan McTernan, Nadia McGovern  9. Katrina Miller lead  10.Lorna Helm  11. Jacqui Robinson, Lorraine Paterson, Lauren Wallace  12. Nadia McGovern, Gemma McCrimmon, Dana Anderson | PLJs  Observations in Playrooms  Sharing Practice – staff meetings (minutes)  Peer feedback on environments  Parent focus group  Records of parent meetings  Pupil feedback – pupil voice in PLJs  Planning files  ElIPSe records  Tracking data and targets  Learning Walls | 1. Aug Inset 2. Term 1-3 staff meetings – 1 per term 3. Term 2 -staff learning time 4. Term 2 onwards 5. Term 4 6. Term 1 7. Term 1 and at least termly 8. Term 1 prep; implement Term 2 onwards 9. Term 3 10. Term 1 prep; implement term 2 onwards 11. Term 1 onwards 12. Term 2 onwards |
| **Ongoing Evaluation** | | | | |
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| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority:** **Children’s experiences in RME, and Art and Design allow them to make progress in their learning** | | | | | |
|  | | | **Quality Framework QIs** | | |
| **Links to SSE**  **Links to next steps from previous SIP** | | | Curriculum  Play and Learning  Nurturing care and Support | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| **All Staff are confident in delivering a range of experiences within Art and Design, and RME which take account of the design principles**  **All children show high levels of engagement with experiences in art and design, and RME which allows them to make good progress with their learning**  **All families feel they are included and represented within our nursery** | * Audit practice Art and Design, RME, unconscious bias * Audit resources for equality * Professional learning * Progression Pyramid and link to planning art and design, and RME * Sustainability focus * Equalities focus * Indoor and outdoor Provision * Stay and Play sessions with parents (information for parents to take away) * Parental engagement – representation and inclusion | Art – Jillian Murray and Lorraine Paterson | | **Quantitative Data**  N5 reports  **Direct Observation**  Learning Partnership visits to playrooms  Planning  PLJs / SeeSaw  **Views**  Pupil focus groups  Staff professional dialogue  Parent Questionnaire / | Term 1 and 2 audits and parent information collection  Term 2 – RME (INSET and staff meetings)  Term 3 – Art and Design – staff meetings (INSET and staff meetings) |
| **Ongoing Evaluation** | | | | | |
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