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| **National Improvement Framework Priority:**  Placing the human rights and needs of every child and young person at the centre of education | | | | |
| **Focused Priority 1:** Children’s active involvement & participation as part of an inclusive and equitable school community | | | | |
| **Focus QI: QI 3.1 Ensuring Wellbeing, Equality and Inclusion**  **Other Relevant HGIOS4 Quality Indicators:** QI 1.2 Leadership of Learning; QI 1.3 Leadership of Change; QI 2.1 Safeguarding and Child Protection; QI 2.2 Curriculum; QI 2.3 Learning, Teaching & Assessment | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of success**  *(Triangulation of Evidence/QI Methodology)* | **Timescales** |
| All children are included, engaged and involved in the life of the school.  Inclusion and equality lead to improved outcomes for all children. Almost all children can explain why it is important to treat others with dignity, respect and equity and can demonstrate this in their actions.  All children further develop their confidence and skills in leading their own and others’ learning and can demonstrate their learning in a range of contexts within the school and community.  Almost all children understand and respect diversity. Almost all children feel comfortable to challenge wrong choices and discrimination.  Contexts for learning provides all children with well-planned opportunities to explore diversity and multi-faith issues and to challenge racism and religious intolerance. | * Teachers, PSAs. EYOs professional learning (including learning from other settings) about equalities and links between this, children’s rights and learning for sustainability (Scotdec, Stride, Signposts for Global citizenship resources) * Engagement with Learning for Sustainability (LfS) sketch note and identification of curriculum strengths and next steps * Children and staff engagement with UNICEF Pupil Participation resources, including the Lundy Model * Rights Respecting School action planning and working towards Gold accreditation * Staff and children learning (children’s assembly programme) about dignity, respect, and equity and how this impacts the lives of them and others in our school and community. Create whole school inclusion charter linked to these and children’s rights * Review of library to make sure books are diverse, inclusive and represent a wide range of cultural groups * All children’s committees to identify a theme from the LfS sketch note to explore and develop, linked to our local context (make sure thinking local-global) * Teacher professional learning about culturally responsive curriculum, diversity and discrimination that builds on the lived experiences of our children. * Create a whole school Equality and Equity Policy * Teacher professional learning about Global Citizenship methodologies to help with creating new context planning format (Oxfam Developing Global Citizenship in the Classroom guide). * New context planning format developed: Scotdec context planning format considered and adapted to meet our needs. * Context learning wall format agreed and introduced to all classes * Outdoor (loose parts) play developed and whole school outdoor play rationale agreed. | Headteacher  All staff  Children  All staff  Children  Teachers  Rights Committee  Headteacher  Headteacher  Assembly Groups  Rights Committee  Reading leaders  Committees  Teachers  Headteacher  Acting Principal teacher  Rights committee  Headteacher  PLCs  Teachers  Play Committee  Health Committee  Support Staff | **Data**   * Planning & Tracking Meetings * Staff self-evaluation against LfS sketch note * Children self-evaluation against LfS sketch note * Learning Partnership feedback * Committee planning sheets (range of issues being explored & relevance) * Children’s self-evaluation using the Lundy model of participation * Staff self-evaluation using the Lundy model of participation   **Views**   * Bingo Balls, children’s focus groups * Family survey * Children’s evaluations of their participation, equalities and LfS (Baseline Aug 24; follow-up May 25) * Family SIP priority questionnaire (April 25 – compared to April 24 results) * Children SIP priority questionnaire (April 25 – compared to April 24 results) * Staff SIP priority questionnaire (April 25 – compared to April 24 results)   **Observations & Monitoring**   * New context learning sheets * Context Planning Walls in classrooms * PLC agendas and minutes * Learning Partnership visits * SLT visits to classes as outlined in Quality Assurance calendar * Lesson study peer visits to classes * Range of texts available in class and school libraries | From August 24  Aug 24  From Aug 24  Throughout year  September 24  Term 3  September 24  November Inset  By May 25  From November 24  From Sept 24  From Sept 24  From January 25 |
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| **Ongoing Evaluation** | | | | |
| See Floorbook for evaluations and evidence from all staff, children, and families. | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children and young people | | | | |
| **Focused Priority 2:**  Appropriate pace, challenge and differentiation, supported by effective tracking systems | | | | |
| **Focus QI: QI 2.3 Learning, Teaching & Assessment**  **Other Relevant HGIOS4 Quality Indicators:** QI 1.1 Self-Evaluation for Self-Improvement; QI 3.2 Raising Attainment & Achievement | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of success**  *(Triangulation of Evidence/QI Methodology)* | **Timescales** |
| Effective and manageable planning and tracking systems support progressive and appropriately challenging learning experiences for all children.  Staff plan appropriately over different timescales to meet the needs of all children across all areas of the curriculum.  Manageable processes to monitor and evaluate children’s progress provides clear information on attainment. This is used to evaluate the effectiveness of supports in place for individual and groups of children,  All staff have well-developed skills of data analysis which are focused on securing improvement for all children. | * New long-term planning overview developed * Planning meeting format changed to support increased collaboration and moderation across a level. * As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum e.g. HWB, RME, and social studies. * All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to e.g HWB, RME, and social studies. * Medium-term planning formats reviewed to ensure planning is manageable and relevant, in line with Fife Planning Guidance and Fife planning professional learning resource * New Progress tracking system introduced and attainment across curricular areas moderated and tracked * 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. * Staff professional learning about differentiation and challenge. | Headteacher  PLCs  SLT  PLCs  SLT  PLCs  SLT  Teachers  SLT  Headteacher  Teachers  Teachers  SLT  Acting Principal teacher | **Data**   * Planning & Tracking Minutes * Floorbooks * Attainment across the curriculum * Planning formats * Long-term planning overview * Analysis of CFE and BASE/NSA data * Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc   **Views**   * Tulliallan Talks, children’s focus groups (monthly) * Professional dialogue at tracking meetings and planning meetings * Staff views about new tracking process and Progress system * Feedback from moderation activity * Family SIP priority questionnaire (April 25 – compared to April 24 results) * Children SIP priority questionnaire (April 25 – compared to April 24 results) * Staff SIP priority questionnaire (April 25 – compared to April 24 results)   **Observations & Monitoring**   * Jotter monitoring (Termly) * PLC agendas and minutes * Learning Partnership visits – focus on analysis of data, learning experiences across the curriculum * SLT visits to classes as outlined in Quality Assurance calendar * Lesson study peer visits to classes | August 24  Sept 24  Sept 24 onwards  Sept 24 onwards  June 24  Term 2  Term 3  Feb Inset |
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| **Ongoing Evaluation**  **See Floorbook for evaluations and evidence from all staff, children and families** | | | | |

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| **Tulliallan Attainment Fund Rationale:** | | **Amount of Fund:**  £42,997 | | |
| What is the rationale behind your identified actions? What are your gaps?  Developing play has been identified as an improvement priority through our self-evaluation approaches. Children from P1-4, in particular, would benefit from increased opportunities to create, explore, communicate and explore emotions through quality play and sensory experiences. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of success**  *(Triangulation of Evidence/QI Methodology)* | **Impact on learners**  **Ongoing evaluation Dec/June** |
| Intervention 1  Play and sensory experiences will be developed on a universal and additional level to support children’s emotional and social development. | 1. PSA professional learning about play & sensory diets 2. Develop sensory and play spaces indoors 3. Develop loose parts play as routine offering at lunchtimes 4. Small group play sessions used as a nurture tool | | 1. All children have regular opportunities to engage with loose parts play. 2. Sensory room used with identified children daily to provide an appropriate sensory diet. 3. Outdoor play charter developed with children. |  |
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