



Overview of Priority Goals

Literacy

- Writing will be clearer, better structured, and more creative.
- More children will meet national writing standards.
- Children will learn and apply extended vocabulary across talking, listening, reading, and writing.

Meta Skills

- Children will learn to recognise and talk about their skills.
- Skills will be tracked in workbooks and online profiles.
- By July 2026, most children will show clear progress in a range of skills.

Curriculum, Creativity & Play

- Children, families, staff and will be involved in refreshing our curriculum rationale to ensure learning experiences are meaningful and creative, with links to our local and global context.
- Learning will build step by step, ensuring progress across subjects.
- In P1–P4, play will be a central part of learning, boosting engagement and participation.

Together, these improvements will help every learner at Hopeman Primary grow in skills, confidence, and creativity.

Priority 1 ~ Raising Attainment across all aspects of Literacy

What We're Doing

- Teachers will work together to agree on how to plan, teach, and assess writing.
- Extra focus will be given to supporting children who need help so more pupils reach their goals.
- Lessons will include different types of writing (genres) so children get wider experience.
- We will improve talking and listening (oracy) so children can share their ideas before writing.
- Vocabulary will be taught across all subjects, giving children lots of chances to use new words.
- Teachers will follow clear progressions for talking and listening so pupils know what success looks like.

What This Means for Children

- Children will experience consistent approaches in writing lessons.
- By June 2026, children's writing will be clearer, better structured, and more creative.
- Fewer children will need extra support to reach their writing targets.
- Most children will be able to write in at least four different styles.
- Children will be more confident at turning spoken ideas into writing.
- Children will learn and use a wide range of vocabulary in different subjects.

<ul style="list-style-type: none"> • We'll connect talking, listening, reading, and writing so all parts of literacy work together. • The school will update the Literacy Policy to ensure everything is consistent. 	<ul style="list-style-type: none"> • Children will be able to use talking and listening skills to improve reading and writing. • Over time, more children in P1, P4 and P7 will reach their literacy targets.
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Priority 2 ~ Embed use of Meta Skills 4.0 Progression Framework to underpin learning

What We're Doing <ul style="list-style-type: none"> • We're using a new Meta Skills toolkit to help children understand their strengths and what they can get better at. • Teachers will make sure skills are part of everyday learning and language by using displays, discussions, and lesson goals. • Children will keep track of their skills in a skills workbook and, from P5–P7, also in an online profile. • We'll have a consistent way of recognising skills across school and at home. • Pupils in P5–P7 will join interest-led learning groups to build skills in the subjects they enjoy most. 	What This Means for Children <ul style="list-style-type: none"> • Children will be able to talk about at least three skills they are developing and give examples. • They will share a common skills language with each other, teachers, and families so everyone understands their progress. • Children will record and reflect on their skills regularly in workbooks and online profiles. • By July 2026, most children will be able to show how their skills have grown through their achievements in and outside of school. • Children will feel confident that their skills are valued, understood, and celebrated.
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Priority 3 ~ Refresh our Curriculum Rationale and update planning procedures to ensure we provide high quality, relevant learning experiences at all stages

What We're Doing <ul style="list-style-type: none"> • We'll refresh our Curriculum Rationale (the 'why' behind our learning) with input from staff, pupils, and families. • Creativity and sustainability will be built into lessons, including outdoor learning and global citizenship. • Teachers will make sure the whole curriculum fits together across different subjects and contexts. • The 3-year learning cycle will be updated to ensure learning builds step by step. • In P1–P4, teachers will continue to develop learning through play, using observations to plan engaging and meaningful activities. • Parents of P1–P4 children will be given opportunities to learn more about play and how it supports development. 	What This Means for Children <ul style="list-style-type: none"> • Learners will enjoy a curriculum that is relevant, meaningful, and connected to our community. • Children will understand what the school is aiming to achieve and why. • Children will explore local and global issues through sustainability and outdoor learning. • By the end of the year, almost all learners will experience a coherent, flexible, and enriched curriculum. • Learning will build on what children already know, helping them make clear progress. • In P1–P4, more children will show greater participation and engagement in learning through play. • Most children in P1–P4 will be able to recognise the skills they gain through play and share this with their teacher and families.
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