

## **Balmalloch Primary School HMle Action Plan**

**Action Point 1: Senior Leaders and staff should improve how they identify, plan for and implement their key improvement priorities. A more focused approach would help them to accelerate the pace of change and improve outcomes for learners.**

Summary of Key Actions	Operational actions	Notes (Working document – updated throughout the session)	Date	Responsible Person(s)
<p>All staff engage in regular, focused self-evaluation using HGIOS4 (specific focus on 1.1 and 1.3)</p> <p><b><u>YEAR 1</u></b></p> <p><b><u>YEAR 1</u></b></p> <p><b><u>NLC AIR Submission</u></b></p>	<p>1.1 Self-Evaluation for Self-Improvement Consultation – Challenge Questions</p> <ul style="list-style-type: none"> <li>- How well do we use digital solutions to support the interrogation of data?</li> <li>- How well do we provide opportunities for staff to be involved in and lead aspects of school improvement?</li> <li>- How well do we encourage staff to reflect on and share their own practice?</li> <li>- How do we know changes we have made have improved outcomes for children?</li> </ul>	HGIOS Staff Consultation (WTA) (1 hour) Review (Inset)	11.02.26 07.05.26	SLMT/Teachers
	<p>1.3 Leadership of Change Consultation – Challenge Questions</p> <ul style="list-style-type: none"> <li>- Does everyone in the school have a clear understanding of our collective strengths and areas for development? Are conclusions about these drawn from a wide range of data and evidence?</li> <li>- What strategies do we use to guide the strategic direction and pace of change? Is this carefully planned to ensure sufficient time for embedding improvements?</li> <li>- How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximizing all opportunities available to support peer collaborative learning?</li> <li>- To what extent are our tools for change impacting positively on staff and improving outcomes for learners?</li> </ul>	HGIOS Staff Consultation (WTA) (1 hour) NLC Submission (AIR) Review (Inset) NLC AIR Submission	19.11.25 05.12.25 07.05.26 12.06.26	SLMT/Teachers
	2.3 Learning, Teaching and Assessment Consultation - Challenge Questions	HGIOS Staff Consultation (Inset) (1 hour) NLC AIR Submission Review NLC AIR Submission	18.02.26 20.03.26 07.05.26 12.06.26	SLMT/Teachers

	<ul style="list-style-type: none"> <li>- How well are we enabling learners to become independent learners and develop the Four Capacities?</li> <li>- How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge?</li> <li>- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</li> <li>- How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?</li> <li>- How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?</li> </ul>			
<b><u>NLC AIR Submission</u></b>	<p>3.1 Wellbeing, Equality and Inclusion Attendance Toolkit Consultation (WTA/QA) Consultation - Challenge Questions:</p> <ul style="list-style-type: none"> <li>- How well do we know steps we have taken have improved outcomes for learners?</li> <li>- How well can we demonstrate improved attainment for groups and individuals facing barriers to learning, including poverty?</li> <li>- Have we successfully established an inclusive learning environment? How do we know?</li> <li>- How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?</li> </ul>	<p>HGIOS? Staff Consultation (Staff Meeting) (1hr) NLC AIR Submission Review (Inset) NLC Air Submission</p>	<p>24.09.25 10.10.25 07.05.26 12.06.26</p>	SLMT/Teachers
<b><u>NLC AIR Submission</u></b>	<p>3.2 Raising Attainment and Achievement Consultation - Challenge Questions</p> <ul style="list-style-type: none"> <li>- How well is our focus on literacy and numeracy leading to raising attainment?</li> </ul>	<p>HGIOS Staff Consultation (WTA) (1 hour) NLC AIR Submission Review (Inset) NLC AIR Submission</p>	<p>05.11.25 05.12.25 07.05.26 12.06.26</p>	SLMT/Teachers

	<ul style="list-style-type: none"> <li>- How well do we use information from tracking meetings, professional dialogue and assessments to measure progress over time and at points of transition?</li> <li>- How well is assessment evidence used to inform teacher judgements?</li> <li>- How well are we removing barriers to learning and ensuring equity for all?</li> </ul>			
<p>Review self-evaluation &amp; QA calendar to ensure it is robust, manageable and that there are planned opportunities for stakeholder engagement.</p> <p><b><u>YEAR 1</u></b></p>	<p>Create self-evaluation/QA calendar linked to WTA to ensure involvement of all stakeholders in school improvement.</p>	<p>QA calendar outlined on whole school database. linked to the WTA on the whole school database to ensure ease of access by staff:</p> <ul style="list-style-type: none"> <li>• PRD meetings (Improvement Plan/Pupil Voice/Nurture Principle)</li> <li>• SRG meetings</li> <li>• Weekly Homework (Family Learning)</li> <li>• Class Newsletter (Family Engagement)</li> <li>• Wider Achievements Learners</li> <li>• Meet the Teacher/Curriculum/IDL, Sumdog &amp; Studyladder Training - Parental Engagement</li> <li>• Assessment Record – Tracking Progress on Class Database</li> <li>• Forward Planning/HQA/GIRFME Planning &amp; Review Meetings/Literacy Consultation/Teacher Dialogue</li> <li>• Class Database – ASN profile/Interventions/Data Analysis</li> <li>• Stage/Whole School Meetings</li> <li>• Observations</li> <li>• Learner Dialogues</li> <li>• Jotter Monitoring</li> </ul>	<p>September 2025</p> <p>See Calendar</p> <p>See Calendar Mondays</p> <p>See Calendar</p> <p>See Calendar 03.09.25</p> <p>See Calendar</p> <p>See Calendar</p> <p>See Calendar</p> <p>See Calendar</p> <p>See Calendar</p> <p>See Calendar</p>	<p>SLMT/Teachers</p>
<p><b><u>YEAR 1</u></b></p>	<p>Use HGIOS Part 2 – Themes 1&amp;2/LTA Self-evaluation for pupils</p> <p><b><u>Learners:</u></b> LTA Self-Evaluation with P1-7 to ensure opportunities for pupil voice linked to learning experiences.</p>	<p>All classes have engaged in LTA self-evaluation focusing on learning environment and experiences. From the feedback, more learners would benefit from participation in pupil voice groups.</p>	<p>October 2025</p>	<p>Teachers/Pupil Groups</p>

	<p>Following staff completion of the CIRCLE Framework module (Education Scotland), learners will contribute to evaluation of the physical/social environment, structure and routines, and planning for improvement. Process will begin in P6/7 as class teacher has completed the associated professional development.</p> <p>Teachers will engage in discussion with learners using HGIOS Part 2:</p> <p>Theme 1: Our Relationships Theme 2: Our Learning and Teaching</p> <p><b><u>Pupil Voice Groups</u></b> All teachers lead pupil voice groups on a Wednesday, devising a clear Action Plan linked to the associated framework identifying targets for the session and skills for Life, Learning and Work. Progress towards targets and skills progression will be reviewed with learners and updated on Action Plans.</p> <p>All pupil voice groups will create and maintain a visual display showing the work of the group on allocated display boards.</p> <p>All pupil voice groups will share learning and progress at assembly, supporting development of the Four Capacities. Presentations will be shared with parents through the school website.</p>	<p>A review of pupil voice groups linked to 'houses' to be conducted. HT visited a primary establishment where this has been achieved and will share outcome with staff to support effective organisation, ensuring more learner participation and engagement in the life and work of the school.</p> <p>Pupil Voice Groups/Houses Tay – Mrs Meechan (DHT)</p> <ul style="list-style-type: none"> <li>• Sports Committee</li> <li>• ECO/Fairtrade</li> <li>• John Muir – HWB</li> </ul> <p>Ness – Mr Paterson (PT)</p> <ul style="list-style-type: none"> <li>• Digital Leaders</li> <li>• STEM Leaders</li> <li>• DYW and SE</li> </ul> <p>Lomond – Mrs Murphy (APT)</p> <ul style="list-style-type: none"> <li>• RRS &amp; Character Schools</li> <li>• Rota Kids &amp; Partnership Schools</li> <li>• Reading Schools</li> </ul> <p>Allocated display boards throughout establishment.</p> <p>Assemblies/Website</p>	22.10.25	
	<p>Use HGIOS 4<sup>th</sup> Edition for parent focus groups:</p> <p><b><u>Parents:</u></b> QI 1.1 – Self-evaluation QI 2.5 – Family Learning QI 2.7 – Partnerships</p> <p>Parents/Staff review opportunities for Family Learning and Partnership working – Quality Indicators/Calendar.</p>	<p>Teachers: TBC</p> <p>Parents: TBC</p> <p>Dates of Teacher/Parent Group meetings: TBC</p>		Teacher/Parent Group

	<p>Engage with Education Scotland Parental Involvement and Engagement Strategy, HGIOS and parent survey/feedback to identify key areas for improvement. Focus on selected Challenge Questions.</p> <p><b><u>Challenge Questions:</u></b> How well do we involve parents/families in self-evaluation and planning for improvement?</p> <p>How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour?</p> <p>How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement?</p> <p><b><u>Working Group</u></b> Establish Parent/Teacher Improvement Group - Three members of teaching staff from infants, juniors and seniors will be released from class on agreed dates. Dates shared with parents to enable participation in the consultation process, contributing to school improvement.</p> <p>Development of Homework Policy.</p> <p>Parents/Staff work collaboratively to review parent survey responses and solution focused next steps.</p> <p>Parents/Staff review support on how to support learning at home and how children's learning is assessed, outlined on school website.</p>			
Introduce a longer-term strategic plan with fewer, high-impact priorities, clear measures for tracking and monitoring progress.	<p>Raise Attainment – Self Evaluation/Quality Improvement Processes</p> <p>High quality LTA – consistency of expectations/standards – Raise attainment</p>	HMIE feedback reviewed, priorities established – August Inset	13.08.25	SLMT & Class Teachers

<b>YEAR 1</b>	Staff identify development needs based on improvement priorities.	PRD meetings – targets established linking to priorities, supporting leadership at all levels.  Progress towards priorities discussed with staff contributing to evaluation in Annual Improvement Report checkpoint.	W/C 18.08.25  24.09.25	
Align WTA, QA, and annual improvement calendar. <b>YEAR 1</b>	SRG – WTA Devise Quality Assurance Calendar Devise Assessment Calendar Devise CLPL Calendar Devise Parental Engagement Calendar	WTA finalised and shared with staff.  Quality Assurance/ Assessment/ CLPL/ Parental Engagement Calendar on Whole School Database – Discuss with staff to ensure consistency/understanding/ expectations.	October 2025  September 2025	SLMT & Class Teachers

Parents and pupils contribute meaningfully to school self-evaluation and improvement.				
Summary of Key Actions	Operational actions	Notes	Date	Responsible Person(s)
Create/Review a Parental Engagement Strategy <b>YEAR 1</b>	Link with EFM (J. O'Hara) with strategic responsibility for parental engagement.	Meeting TBC		J. Woodward/ R. McCarthy
	Engage with Gillian Goldie (CIIL)	Meeting TBC		R. McCarthy
	Parental Survey	Discuss with Parent Working Group and Teachers when established.		J. Paterson/ R. McCarthy
	Parental Working Group	See Above		SLMT/Parents/ Teachers
Establish Staff/Parental Engagement Group. <b>YEAR 1</b>	Facilitate regular meetings. (see above)	Group, when established, to arrange dates for meetings. 3 members of staff to be released from class and cover provided by DHT/PT/APT – same day – 1 per month.		Parents/ Teachers/SLMT
Identify 2/3 key areas for development for session  25/26 – linked to AIP and current priorities.  <b>YEAR 1</b>	Homework Policy review collaboratively.	Homework agreed with Parent Council in session 24/25. First Parent Council meeting on 09.09.25 highlighted that parents are satisfied with the homework issued to support family learning at home - Studyladder supporting Numeracy and Maths, training opportunity provided on Curriculum Evening/Meet the Teacher, Reading and Spelling.  Teacher/Parent SE Group Homework Consultation (2-3pm)	10.02.26	Parents/ Teachers/SLMT

	Collaboration with parents on reporting processes - Parent Workshop – Pupil Progress Profile	Date to be arranged		SLMT/Parents/ Tea
	Review Positive Relationships and Behaviour Policy following implementation period from session 24/25 with a focus on consequences.	Positive Relationships and Behaviour Policy was implemented last session following consultation with staff/pupils/parents. Follow up to review the policy was agreed for session 25/26. Date to be arranged		SLMT/Parents/ Pupils/Staff
Increase opportunities for parents to support learning at home. <b><u>YEAR 1</u></b>	<p>Arrange open afternoons for parents to provide them with strategies to support numeracy, maths and literacy at home.</p> <p>Opportunities/activities to promote parental engagement and family Learning.</p> <p>Provide workshops through CLD and Education Support Officer to enable parents/carers to develop the skills to support children's learning at home.</p>	<p>A Family Engagement Calendar has been created on the Whole School Database to ensure a fair/consistent approach.</p> <p>P1 - Information Evening P1 – Bookbug P2 - Read, Write, Count P3 - Read, Write, Count P1-7 - Art Gallery Evening P1-7 – STEM Showcase P1-7 – Writing for a Purpose (School day) P1-7 – Christmas Enterprise – Parent/Child P1-7 - Author for families – Scotia Books (school day)</p> <p>Meet the Teacher/Curriculum Evening/Training IDL, Sumdog &amp; Studyladder</p> <p>Class assemblies (see Parental Engagement Calendar)</p> <p>Pupil Voice presentations – information and action plans shared through website. Parents' Evenings twice in the session to support progress and GIRFME review meetings (30-minute sessions)</p> <p>Sum it Up Play Pedagogy Active Literacy</p> <p>BOS and Barclays Banks sessions (TBC)</p>	<p>September 2025</p> <p>June 2026 18.11.25 08.10.25 09.10.25 24.11.25 TBC – Term 3 TBC – Term 3 W/C 24.11.25 TBC</p> <p>03.09.25</p> <p>Various</p> <p>Various November/March</p> <p>TBC TBC TBC</p> <p>TBC</p>	<p>DHT PT PT PT PT PT PT</p> <p>Class Teachers</p> <p>PT</p> <p>SLMT/Teachers</p> <p>Class Teachers</p> <p>Class Teachers/PT</p> <p>SLMT/Teachers</p> <p>PT PT PT</p> <p>PT</p>

	<p>Work with Financial Education to provide sessions for parents to engage in numeracy and maths across the school community.</p> <p>Provide activities for parents to engage with their child at home, supporting the development of knowledge, understanding and skills, P1-P7.</p>	National Numeracy Strategy Toolkit uploaded on the school website and shared in the school newsletter.	November 2025	PT
<p>Review Pupil Voice processes to ensure children develop a clearer understanding of skills developed and impact of involvement.</p> <p><b>YEAR 1</b></p>	<p>LTA Learner Dialogue</p> <p>Action Plan with clear targets linked to identified framework, focusing on 2-3 skills for life, learning and work. Evaluation of Action Plan, showing pupil contribution supporting understanding of skills and impact of their involvement in the life and work of the school. Pupils present to the school at assemblies twice in the session, sharing planned learning and progress.</p> <p>Review House Groups to incorporate Pupil Voice Groups</p>	<p>Learner Dialogue Self-Evaluation completed with all pupils P1-7 which highlighted 'red' for pupil voice involvement for some pupils.</p> <p>HT visited St. Mary's Primary and reviewed their pupil voice universal offer.</p>	October 2025	Teachers/SLMT
<b>YEAR 2</b>	Begin to map out skills framework (Metaskills)			

### Strategic deployment of resources to improve consistency and tracking of pupil progress.

Summary of Key Actions	Operational actions	Notes	Date	Responsible Person(s)
<p>Refresh staff remits to align with improvement priorities.</p> <p><u><b>YEAR 1</b></u></p>	<p>New DHT appointed</p> <p>SLT operational and strategic remits aligned to AIP and HMle action plan.</p>	<p>Interview Start Date</p> <p><u><b>DHT:</b></u> P1, P2/1, P2 and P2/3 Outdoor Learning/Play HWB Curriculum Talking and Listening Curriculum CP Co-Ordinator</p> <p><u><b>Pupil Voice:</b></u> Outdoor Learning/HWB/John Muir Sports Committee ECO and Fairtrade</p> <p><u><b>Principal Teacher</b></u> P5/6, P6, P6/7 and P7</p>	<p>24.10.25 17.11.25</p> <p>September 2025</p>	<p>HT/EFM</p> <p>HT &amp; SLMT</p>



<b><u>YEAR 1</u></b>		<p>Numeracy and Maths – Curriculum Numeracy &amp; Maths Coach Digital Champion</p> <p><b><u>Pupil Voice:</u></b> Digital Leaders STEM DYW and SE</p> <p><b><u>Acting Principal Teacher</u></b> P3, P4a &amp; b and P5 Reading and Writing - Curriculum Literacy and LTA Coach ASN Champion</p> <p><b><u>Pupil Voice:</u></b> Reading Schools RRS and Character Schools Rota Kids and Partnership Schools</p> <p>Reviewing Clerical Remits to support SLMT.</p>		
	Creation of SLT action plans to track and monitor progress towards priorities and to ensure consistency across the school.	HT to engage with PT/APT/DHT to review action plans linked to strategic remits, evaluating progress linked to school improvement – Looking inwards/outwards/forwards.	November 2025	DHT/PT/APT
<p>Link PRD discussions to improvement and leadership roles.</p> <p><b><u>YEAR 1</u></b></p>	<p>PRD meetings with all staff to agree focused targets linked to improvement and leadership.</p> <p>CLPL opportunities are more clearly linked to AIP</p> <p>Review MyPL – Teachers.</p> <p>CLPL opportunities and calendar.</p>	<p>PRD discussions with line managers (WTA/QA)</p> <p><b><u>Targets:</u></b> Nurture/Improvement Priority/Pupil Voice – 3 targets all teachers.</p> <p>Single Status staff using Learn NL for targets/objects to ensure they engage in professional learning to support their role.</p> <p>CLPL calendar on Whole School Database clearly highlights engagement from staff.</p> <p>HT reviewed targets for all teachers, linking to HGIOS and improvement.</p>	<p>September 2025</p> <p>September 2025</p> <p>September 2025</p> <p>Various</p>	SLMT/Teachers

		<p>SLMT sharing professional development opportunities with staff based on their PRD/targets.</p> <p>LTA professional development session – Education Officer – Assessment/Differentiation based on LTA Toolkit evaluation.</p> <p>Nurture Webinars</p> <p>Pupil Voice dialogues with teachers</p> <p>Provide opportunities for staff to share learning experiences to ensure consistency, knowledge, understanding and skills, impacting on practice.</p>	<p>29.10.25</p> <p>TBC</p> <p>TBC</p> <p>Dates TBC</p>	
<p>Increase engagement with NLC coaching sessions.</p> <p><b><u>YEAR 1</u></b></p>	<p>Hold termly meetings with coaches and SLT.</p> <p>Literacy and Numeracy Coaches share effective practice with teachers – Curriculum/Pedagogy sessions.</p> <p>Formal observations demonstrating impact from professional development sessions.</p> <p>Professional development opportunities to be arranged in literacy and numeracy through Learning Hub – Education Officer.</p>	<p>PT and APT attending all N&amp;M/LTA/Literacy coach sessions. Discuss dates with staff to share effective practice (locally/nationally) to ensure consistency, knowledge, understanding and skills impacting on practice.</p> <p>Provide feedback to ensure clear strengths and development needs are identified and acted upon.</p> <p>CLPL shows engagement of staff in a range of professional development opportunities.</p>	<p>Various</p> <p>Dates TBC</p> <p>November/March</p> <p>See Calendar</p>	

**Priority 2: Senior Leaders and staff should focus on raising attainment in literacy and numeracy across the school.**

Summary of Key Actions	Operational actions	Notes	Date	Responsible Person(s)
Review QA processes to improve consistency across stages (SLT remits) <u>YEAR 1</u>	<ul style="list-style-type: none"> <li>• SLT shared visits – to agree expectations</li> <li>• PTs visits</li> <li>• Learning walks – to inform CLPL needs</li> <li>• Align self-evaluation/QA to focus on LTA.</li> </ul>		TBC	SLMT/Teachers
Review and simplify data systems. <u>YEAR 1</u>	<p>HT attend CLPL on NL Dashboard.</p> <p>DHT/PT/APT engage in CLPL on NL Dashboard.</p> <p>Review school data systems in line with NL Dashboard – evaluate systems to avoid duplication.</p> <p>Ensure staff have relevant class data.</p>	<p>HT attended session on NL dashboard.</p> <p>HT arranging Dashboard training with Alan Cooper for DHT/PT/APT to ensure consistency of approach for analysis of data.</p> <p>Staff have access to Class Databases to ensure they analyse data for their class to support progress of learners.</p> <p>Staff also have access to whole school database – overall progress and achievement</p> <ul style="list-style-type: none"> <li>- Quality Assurance Calendar</li> <li>- Parental Engagement Calendar</li> <li>- CLPL Calendar</li> <li>- Quality Indicators</li> <li>- Assessment Calendar</li> <li>- ASN/SIMD/FSM</li> </ul>	<p>September 2025</p> <p>TBC</p>	<p>HT</p> <p>SLMT</p> <p>Teachers</p>
Build staff capacity in data analysis. <u>YEAR 1</u>	<p>Include data analysis at staff meetings.</p> <p>Use a range of data to ensure a holistic picture of learners, identify strengths and clear next steps.</p>	<p>Staff Meetings – confirm dates for interrogation of data.</p> <p><b><u>Assessment Folders/Snapshot Jotters:</u></b></p> <p>Ongoing Assessments</p> <p>Periodic Assessments</p> <p>Standardised Assessments</p> <p>NL Dashboard (e.g.)</p> <p>Attendance/SIMD/FSM/PEF</p>		SLMT/Teachers

<p>Create/Review assessment framework</p> <p><b><u>YEAR 1</u></b></p>	<p>Link with LTA ESO for advice.</p>	<p>LTA folders including policy (NLC).</p>	<p>October 2025</p>	<p>SLMT/Teachers.</p>
	<p>Refer to NL LTA policy.</p>	<p>All classes have NLC policy displayed in classes and included in class folder.</p>	<p>August 2025</p>	<p>SLMT/Teachers</p>
	<p>Review assessment framework with teachers.</p>	<p>CLPL – Leigh Anne Brown – LTA – Slides shared with staff for reference.</p>	<p>29.10.25</p>	<p>SLMT/Teachers</p>
		<p>Self-evaluation and learner dialogues to identify whole school strengths and areas for development.</p>	<p>See calendar</p>	<p>SLMT/Teachers/Learners</p>
<p>Facilitate collaborative planning/moderation.</p> <p><b><u>YEAR 1</u></b></p>	<p>Link with LTA ESO for input.</p>	<p>APT/HT attending moderation session in the Learning Hub and will share information with staff to support practice.</p>	<p>November 2025</p>	<p>SIMT/Teachers</p>
		<p>LTA session to enhance staff knowledge, understanding and confidence.</p>	<p>29.10.25</p>	<p>SLMT/Teachers</p>
	<p>Sessions for planning HQA and moderation included in WTA.</p>	<p>WTA/QA calendar outlines dates for Planning/Moderation.</p>	<p>Various</p>	<p>SLMT/Teachers</p>
<p>Review processes for Early Identification and Intervention to improve impact and ensure correct interventions are being used.</p> <p><b><u>YEAR 1</u></b></p>	<p>A.Glover and MA Keating to provide intervention CLPL.</p>	<p>APT – Rachel – attending Wave 3 training (3 interventions) at the Learning Hub</p>	<p>November 2025</p>	<p>APT</p>
	<p>Analyse intervention data alongside attendance data</p>	<p>Data from interventions included on dialogues with teachers/CRT/CST/ Learning Assistants – Fact/Story/Action.</p>		
	<p>Interventions contributing to increased attainment of identified learners.</p>	<p>Readingwise pilot – P2/P4/P7: P3 teacher/Attainment teacher/Learning Assistants attending training – November 2025.</p>	<p>November 2025</p>	<p>APT/P3 Teacher/ Attainment Teacher/ Learning Assistants</p>
		<p>Implement intervention from January 2026.</p>	<p>January 2026</p>	

	Analysis of data at all stages ensuring focused groups of learners benefiting from interventions to support progress.	CRT/CST/Attainment Teacher supporting groups of learners based on data.	Session 25/26	SLMT/Teachers/CRT & CST
	NELI project should improve talking and listening skills for identified learners.	NELI programme – identified children for talking and listening support – some learners identified not willing to attend which is impacting on progress. HT reviewing alternative ways for engagement, including family engagement.	Session 25/26	CRT/Learning Assistant/DHT
	CRT to work with identified P1 pupils for a 10-week block. Measure pre and post data.	CRT maintaining records of attendance at sessions and assessment of progress.	September/October 2025	CRT/DHT
		Learning Assistant to continue intervention during session following training with CRT.	Session 25/26	Learning Assistant/DHT

**Action Point 3: Staff should improve approaches to planning and assessment to better meet the needs of all learners, including those who require extra support or challenge in learning.**

Summary of Key Actions	Operational actions	Notes	Date	Responsible Person(s)
<p>Improve approaches to LTA to improve quality and consistency. <b><u>YEAR 1 &amp; YEAR 2</u></b></p>	Use LTA Cycle Toolkit for self-evaluation.	A copy of the LTA Cycle Toolkit has been shared with the LTA ESO and included in class Leadership of Change evidence folders, highlighting a need to focus on assessment to meet the needs of staff, impacting on pupil progress and attainment.	September 2025	SLMT/Teachers
<b><u>YEAR 1 &amp; YEAR 2</u></b>	Whole school CLPL support from NLC ESO on Learning, Teaching & Assessment (LTA) cycle.	CLPL session – Education Support Officer – LTA – Leigh Anne Brown providing support session for staff with a focus on periodic assessments and evidence of breadth, challenge and application. Feedback from staff highlighted the session provided expectations across the authority and nationally. Slides shared with staff for reference to support pedagogy.	29.10.25	SLMT/Teachers
<b><u>YEAR 1 &amp; YEAR 2</u></b>	Focus on differentiation/assessment based on HMIE feedback and staff survey responses.	Formal observations will focus on differentiation and assessment, evaluated with staff through professional dialogue and recorded on feedback form, ensuring a clear focus for improvement.	November/March	SLMT/Teachers
<b><u>YEAR 1 &amp; YEAR 2</u></b>	Deployment of NLC Pedagogy Team to model best practice.	<p>NLC Pedagogy Team worked with infant department to improve pedagogy of play at universal level. Staff at P1-3 have benefited from this engagement which will be further enhanced with the support of the new DHT, previously Pedagogy PT with a focus on play. All infant teachers have reported improved learner engagement and participation, impacting on learners' progress.</p> <p>NLC Pedagogy Team working with P5/6, P6, P6/7 and P7 classes in literacy to improve attainment through professional development of staff. There has been a focus at the P6 and P7 stages in Term 1 in the areas of writing and reading supported by the Accelerated Learning Teachers. Results show:</p>	<p>Term 1</p> <p>Term 2</p>	<p>NLC Pedagogy Team/Teachers HT/APT</p> <p>NLC Pedagogy Team/Teachers/ PT/DHT</p>

<b><u>YEAR 1 &amp; YEAR 2</u></b>	SLT/Pedagogy PTs joint observations – Literacy and Numeracy		TBC	
<b><u>YEAR 2</u></b>	Review school LTA policy and create framework for assessment in collaboration with teachers.		TBC	
Strengthen professional judgements on pupil progress and ACEL through better use of benchmarks. <b><u>YEAR 1 &amp; YEAR 2</u></b>	Review and monitor use of NL Progression Pathways in literacy, numeracy, and HWB to track progress within and across levels.	Dialogue/Planning to ensure confident TPJ using progression pathways/benchmarks and engagement in moderation activities.	See Calendar	SLMT/Teachers
Develop overarching forward planning guidance to support consistency, impact and progression across levels. <b><u>YEAR 1 &amp; YEAR 2</u></b>	Audit current practices  Refine processes.		TBC	SLMT/Teachers
Review school Monitoring and Tracking systems <b><u>YEAR 1 &amp; YEAR 2</u></b>	Formal Observation Template  Learner Dialogue Template  Forward Planning Template  Teacher Dialogue Template (Use Fact/Story/Action and ‘if not, why not?’ Approach to support TPJ discussions)	SLMT will audit current practice and review to ensure data collated supports improved outcomes for learners – clear strengths and next steps.	Session 25-26	SLMT
Refresh and Review Maths Policy <b><u>YEAR 1</u></b>	Numeracy coach to work with ESO – NLC.	Share best practice and develop maths policy for consistency across stages.	TBC	J. Paterson (PT) & ESO – MA Keatings
Refresh and Review – Writing policy <b><u>YEAR 1</u></b>	Literacy Coach to work with ESO.  STEM/Non-fiction pilot (TBC)	Share best practice and develop writing policy for consistency across stages	TBC	R. Murphy (APT) & ESO LA Brown

In Literacy and Numeracy, strengthen pupil feedback processes linked to Learning Intentions and Success Criteria. <b><u>YEAR 1 &amp; YEAR2</u></b>	Snapshot Jotters provide detailed assessment information clearly linked to Success Criteria and progress towards Learning Intention.	Rota system in place – 1/3 jotters weekly – Teacher/Self/Peer Assessment – Kind/Specific/Helpful comments.	Session 25-26 Session 26-27	Teachers
Review whole school staged intervention processes. <b><u>YEAR 2</u></b>	Review staged Intervention Processes – clarifying expectations and options at each stage.  Analyse attendance data alongside intervention.	Following NL Dashboard training, attendance data will be analysed, identifying trends/cohorts/individuals where support is required. Review staged intervention processes for identified pupils and next steps.  Review recording processes to avoid duplication.	TBC	SLMT
Review processes for writing and monitoring GIRFMes. <b><u>YEAR 2</u></b>	All staff CLPL – Gifme planning.  Planned moderation of GIRFMes across stages.  Track a child across the session at infants, juniors and seniors – DHT/PTs/CiIL – overseen by Head Teacher to improve practice and consistency across the school.	Arrange date of GIRFMe training with CiIL  Moderation of GIRFMe plans	TBC  TBC	SLMT/Teachers/CiIL  SLMT/Teachers/CiIL  SLMT/CiIL



Action Point 4: Senior leaders and staff should increase opportunities for children to lead learning and participate in a variety of motivating learning experiences to increase, engagement, independence and motivation

Summary of Key Actions	Operational Actions	Notes	Date	Responsible Person(s)
Evidence of Pupils taking a more active role in improving LTA across the school. <b><u>YEAR 1 &amp; 2</u></b>	Develop Pupil LTA and Focus Groups. Use "You said, we did" approach.	LTA Evaluation – My Learning and Environment (Evidence in Leadership of Change folders)  Displays in classrooms – You Said, We Did  SLMT Learner Dialogues  Teacher/Learner Dialogues	October 2025  2025-26  See Calendar  2025-26	Teachers  Teachers  SLMT  Teachers
Create inclusive classroom environments that support all learners. <b><u>YEAR 1 &amp; 2</u></b>	Engage in CLPL on inclusive practices	All teaching staff are engaging with the CIRCLE Framework - Education Scotland Module (7 hours 40 minutes): <ul style="list-style-type: none"> <li>- Module Introduction</li> <li>- Whole school approaches to inclusion</li> <li>- Working within an inclusive classroom</li> <li>- Supporting Learners</li> <li>- Skills, support and strategies</li> <li>- Collaborative partnership working</li> </ul> Allocated time provided for engagement in CLPL to ensure consistency across stages (Values Assembly)	February 2026 Module Completion 27.10.25 03.11.25 10.11.25 24.11.25 01.12.25 08.12.25 15.12.25 05.01.26 12.01.26 19.01.26 26.01.26 02.02.26 09.02.26 23.02.26	Teachers/ SLMT
<b><u>YEAR 1</u></b>	All staff audit environments using the CIRCLE framework.	Following completion of the module, staff will use learning to complete the inclusive classroom scale for physical/social environments and routines, selecting an individual pupil/group as a focus.  1 member of staff (P6/7 Teacher) has already completed the module and is now engaging with The Circle Inclusive	March-May 2026	Teachers

<b><u>YEAR 2</u></b>		Classroom Scale – Physical/Social/Structure and Routines and Planning.		
	Implement consistent expectations for classroom organisation and management.	Create policy.		SLMT/Teachers
	<b><u>YEAR 2</u></b> QA processes focused on classroom organisation and environment	Create policy outlining clear expectations to improve consistency.		SLMT/Teachers
Develop a whole-school strategy to support wellbeing and its connection to learning. <b><u>YEAR 2</u></b>	Create a well-being tracking tool covering mental, emotional, social, and physical health.			DHT
	Link wellbeing data to learning outcomes.			DHT
	Review staged intervention processes			DHT
Ensure developmentally appropriate learning experiences at Early Level. <b><u>YEAR 1 &amp; 2</u></b>	Staff to engage in NLC Play training.	Play Pedagogy sessions supported by the Pedagogy Team implemented through 6 week block in Term 1. Feedback gathered from staff following sessions and included in AIR Checkpoint evaluation – positive comments.  HT observed lesson led by Pedagogy PT, supporting developmentally appropriate learning experiences at Early Level – high levels of engagement and increased independence.  Infant staff and Play Lead engaging in Play Pedagogy training, participating in weekly meetings to share practice and visiting other establishments to observe best practice. Best practice from Balmalloch nursery shared with staff.	September/ October 2025  September 2025  Various CLPL Calendar	DHT/Infant Teachers/ Pedagogy Team
	<b><u>YEAR 1&amp;2</u></b> Reflect on experiences, spaces, and interactions.			DHT/Infant Department
	<b><u>YEAR 1&amp;2</u></b> Implement child-centred approaches			DHT/Infant Department
Improved pace, challenge and differentiation. <b><u>YEAR 1&amp;2</u></b>	CLPL input from NL LTA ESO.  QA processes have a particular focus on pace, challenge and differentiation, and pupil engagement.			SLMT/LTA ESO

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