



East Fulton Primary School and Early Learning and
Childcare Centre

Establishment Improvement Plan

Planning framework

As part of Children's Services, East Fulton Primary School and Early Learning and Childcare Centre has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **value** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
--	---	--	--	---

Our Vision, Values and Aims

At East Fulton, we are One Team

Children will be loved, and they will be welcomed. We support our children to have the best experience they can.

Our Values

Our values are how we behave at East Fulton

We are **Kind** - We care about other people. We think about the impact our words and actions have on others. We are patient and we help each other. We will listen to each other; we take turns, and we always act with respect and care.

We are **Honest** - we try and do the right thing. We tell the truth, and we will ask for help when we need it. If we can do better, we will try. We learn from our mistakes.

We are **Inclusive** - You are all welcome at East Fulton. We value the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. Everyone is welcome here, no matter who they are or how they learn.

We are **Committed** - we are hard-working, we value effort and doing the best we can. We support each other, we know that some children learn differently from others, and we make sure everyone gets the help they need. We are always learning at East Fulton.

The aims of East Fulton Primary and ELCC are:

- To offer education of the highest quality and to provide each child with a broad balanced curriculum in conjunction with national and local guidelines.
- Within the above to enable all pupils to achieve their maximum potential.
- To provide teaching of quality using a variety of challenging approaches to motivate and build on previous experience.
- To provide support for pupils in all areas so that they show respect and care for themselves and others.
- To create, promote and sustain a sense of identity and pride in the school by encouraging partnership amongst staff, pupils, parents, Parent Council and all members of the community and to encourage high expectations of positive behaviour.
- To provide both caring, enthusiastic, well-trained staff and ample well-organised resources to foster a stimulating, happy and safe environment for learning to take place.
- To manage the school effectively through strategies and systems for planning, implementation, monitoring and evaluation of agreed policies

Who did we consult?

To identify our priorities for improvement, we sought the views of community (staff, children, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of East Fulton Primary School and ELCC such as

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Parent Council Meetings
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Newsletters
- PEF Consultation
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings
- Pupil Focus Groups
- Staff Focus Group

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities:

- Cluster Meetings
- Head Teacher Meetings
- Quality Assurance Visits from HQ
- Care Inspectorate visit – February 2023
- Orbis Consultancy & Training
- Link Educational Psychologist

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include

- QI visits from HQ
 - HT Cluster Meetings
 - Staff evaluation and discussions/professional dialogue
 - Pupil evaluations on learning experiences
 - Staff/pupil/parents' views
 - Planned calendar of monitoring, evaluation, and feedback (including SLT Learning Visits)
 - Photographs/reports on activities
 - Continuous robust Quality Assurance programme
 - Evidence of quality learning and teaching experiences and outcomes within short and long-term planning
 - Tracking and attainment meetings
 - Minutes of staff collegiate meetings
 - Transition assessments
 - Staff display working knowledge of new policies and procedures
 - Staff will complete CLPL record in line with GTCS requirements
 - Ongoing professional dialogue.

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff. We have also created and implemented an action plan for Care Inspectorate which is being implemented and monitored.

Improvement Priority 1 – Reducing barriers to learning and increasing learner engagement			
HGIOS/HGIOELC QIs QI 3.1: Ensuring Wellbeing, Equality & Inclusion QI 2.4: Personalised Support QI 2.5: Family Learning	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Recent staff self-evaluation provided the following information:</p> <p>A continued need to ensure consistent approaches to ensuring wellbeing, equality, and inclusion across the school and ELCC class.</p> <p>School staff and ELCCOs are beginning to use the language of our school's values within their classroom/playroom but this is not consistent.</p>	<p>By June 2024 all ELCC and school staff have a shared understanding of our relational approach to children by creating a Positive Relationships Policy & refreshing our Anti-Bullying Policies. The guidance and strategies will be evident in classrooms and playrooms.</p> <p>By June 2024, all ELCC and school staff will use the language of our school vision and values regularly in their classrooms and playroom.</p>	<p>Parent and pupil surveys at start and end of the year will show improved levels of satisfaction around wellbeing, equality and inclusion increasing.</p> <p>Annual staff self-evaluation feedback and classroom/playroom observations will show that:</p> <p>Almost all staff have a shared understanding of both policies and use the guidance consistently and confidently in their daily practice.</p> <p>All staff regularly use the language of our school vision and values in their classrooms and playroom.</p>	<p>Launch establishment vision and involve pupils in a competition to create a visual to go alongside it. Create visuals that show a uniform approach to the vision and values across the whole establishment</p> <p>Weekly focus on values at assembly</p> <p>Values ambassadors established and an evolving role in the life of ELCC and school established</p> <p>Certificates and house points rewarded for going above and beyond to uphold our values.</p> <p>All staff to have a refresher on de-escalation training and time at staff meetings to discuss.</p> <p>Staff to work with Brian Donnelly on refreshing the anti-bullying policy and creating a relationships policy.</p>

<p>All staff have received basic nurture training on attachment theory and through the CIRCLE and Up and Away framework have identified that the environment is an area that requires to be adapted to ensure children feel physical and emotional warmth.</p> <p>The Staged intervention framework has allowed us to identify 6 children in Primary 1 and 2 who would benefit from interventions to support them to regulate their emotions, improve resilience and increase engagement in learning.</p>	<p>By June 2024, all ELCC and school staff will be actively implementing the school's Renfrewshire Nurturing Relationships Approach (RNRA) action plan which has a focus on the nurture principal the environment is a safe base.</p> <p>By June 2025 all staff will be using emotion works consistently across all stages. This will enhance children's emotional literacy, problem solving skills and ability to self regulate.</p> <p>By June 2024, the 6 children will show a 50% reduction in distressed behaviour which can lead to them being unsafe.</p> <p>By June 2024 all 6 children will achieve at least 80% of their targets within staged intervention framework which are linked to engagement</p>	<p>All staff are more knowledgeable of RNRA and any new staff are given opportunities for training</p> <p>The ELCC EY Progression Toolkit, P1-3 Wellbeing Web and P4-7 GL PASS Test will show improvements in children's wellbeing. Children who score below 5 on the wellbeing web will improve by at least two points by June 2024.</p> <p>Teacher's and ELCCO'S observations/recording of key children and emotional regulation strategies will demonstrate an improvement in children using strategies effectively.</p> <p>Boxall Profiles and GL PASS assessment will show improvement in children's overall social and emotional wellbeing score</p> <p>Wellbeing assessment wheel will be used to measure child's view of their wellbeing.</p>	<p>RNRA core group to create an action plan for the environment is a safe base which has clear focus on creating emotional and physical warmth for all of our children.</p> <p>CPD sessions for all staff on emotion works</p> <p>All staff will be made aware of Emotionally Based School Avoidance pilot project.</p> <p>Staff more aware of school attendance data particularly of children who are off track</p> <p>All staff aware of scripts to be used with identified target group for EBSA project.</p> <p>Brian Donnelly will work with</p> <ul style="list-style-type: none"> • staff, families and children on bespoke programmes to support care experienced children to develop strategies to manage school and relationships • will work 1-2-1 with pupils and families to support relationships and behaviour in school to improve learning and engagement. • will offer coaching and training to staff to ensure a relational approach to supporting young people in our establishment.
---	--	---	---

Improvement Priority 2 - Raise attainment in numeracy

HGIOS/HGIOELC QIs Q.I 2.3 Learning, teaching and assessment Q.I 2.4 Personalised support Q.I. 3.2 Raising attainment and achievement	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
--	---	--

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Teacher judgement and GL assessments demonstrate that there is a need to raise attainment and achievement for all in maths and numeracy and close the poverty related attainment gap.</p> <p>Tracking and moderation meetings with teaching staff show a lack of confidence and consistency in teacher professional judgement.</p> <p>ELCC Progression toolkit shows that the lowest achievement across the outcomes is money and recognising dot patterns. Early Years staff have identified that the trackers did not align closely enough to the Early Years Progression Toolkit which resulted in judgement that was not always robust.</p>	<p>Increase of maths and numeracy attainment across all stages.</p> <p>By June 2024 numeracy attainment will increase at all stages by</p> <p>P2 increase by 8%</p> <p>P3 increase by 11%</p> <p>P4 increase by 13%</p> <p>P5 increase by 18%</p> <p>P6 increase by 7%</p> <p>P7 increase by 25%</p> <p>ELCC progression toolkit will show an increase of 5% in the outcomes about money and recognising dot patterns</p> <p>By June 2024 we will narrow the poverty related attainment gap in P4 by 10%. In P5 we narrow the poverty related attainment gap for 33% of pupils.</p> <p>By June 2025 our whole school attainment in numeracy will be in line with local authority stretch aims.</p>	<p>Pre and post teacher judgements on pupil attainment</p> <p>Standardised assessment data including SNSA/ACEL at P4 and P7. Tracking meetings to monitor target children.</p> <p>Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new planners.</p> <p>This will be measured through</p> <ul style="list-style-type: none"> termly moderation meetings termly tracking meetings staff surveys- August and December learning visits – throughout the year <p>Pre and post teachers' evaluations indicate improvement in confidence in teaching maths and numeracy.</p> <p>Staff level of engagement/impact from CLPL training on CPA</p>	<p>The school will fully transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies.</p> <p>Authority training/video guidance on rationale and how to use new planners will support whole school transition.</p> <ul style="list-style-type: none"> Encourage continuous professional development opportunities throughout the year for teaching and support staff on maths and numeracy (including authority CLPL) Time to engage with Ed. Scot PLR documents, In-service/collegiate activities, professional reading and working parties implemented throughout the session. <p>Parents of children in the target groups will be invited to information and sharing our learning sessions throughout the year.</p> <p>Staff more aware of school attendance data particularly of children who are off track and</p>

<p>The New Renfrewshire Maths Planners have been devised to incorporate key methodologies (including SEAL), streamline skills across a level, and support effective teaching by using high-quality rich tasks that provide breadth and depth. In session 22/23, all teachers began utilising the new planners to support learning and teaching with positive impact. There is a need for a progressive and consistent approach across the school</p> <p>Teacher judgement and GL assessments demonstrate that there is a need to target children from Primary 4, 5 and 7 using effective evidence-based pedagogy.</p> <p>Maths Recovery</p> <p>Maths Recovery is based on The Framework in Number programme developed by Robert J. Wright. It provides teachers and/or support staff with the necessary tools to implement effective interventions using research-based strategies and activities.</p> <p>The approach aims to expand children's number knowledge and address learning gaps, enhancing their mathematical skills, confidence, and overall knowledge. It involves assessing students' current understanding and strategies, emphasising ongoing assessment.</p> <p>Can be used as an intervention framework for target children and used as a whole school approach to develop understanding of the pedagogy across all staff.</p>	<p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by August 2024, to ensure a structured, progressive, and consistent approach to maths and numeracy.</p> <p>By June 2024 almost all teachers and ELCC will be more confident and skilled in the learning and teaching of numeracy.</p> <p>By June 2025 almost all support staff are more confident and skilled in providing in-class support in maths and numeracy.</p> <p>Primary 4 By June 2024 13% (plus 4) pupils on track By June 2025 further 20% (plus 6) pupils on track Overall, 93% of P4 on track by 2025</p> <p>Primary 7 By June 2024 25% (plus 9) pupils on track</p>	<p>approaches which will support transition to the new planners.</p> <p>This will be measured through</p> <ul style="list-style-type: none"> • professional dialogue • Surveys • course evaluations from modelling and coaching officer <p>Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is in line with the planners. Evidenced through number of teachers using new end of pathway assessments and end of topic assessments which are linked to the new planners.</p>	<p>bespoke EBSA plans in place for identified target children.</p> <p>Audit resources for numeracy (whole school/ELCC and targeted) to identify and purchase/create resources required.</p> <p>In house SEAL training for ELCC staff.</p> <p>Moderation opportunities for ELCC staff and Primary 1 teachers.</p> <p>Review of ELCC trackers to ensure that staff have a secure working knowledge of the early level and the link between trackers and the Early Level Progression Toolkit.</p> <p>ELCC numeracy champion will meet with ELCC Depute on a regular basis to discuss next steps.</p> <p>Maths modelling and coaching officer will work with identified children on maths recovery. Modelling and coaching officer will work with teaching and support staff to plan interventions for individuals based on robust assessment data.</p> <p>0.2 PEF teacher working with target children twice a week on SEAL based interventions and setting individualised targets for the week. Teacher will be responsible for resourcing and tracking progress each week.</p>
--	--	---	---

Improvement Priority 3 – Raise attainment in literacy

HGIOS/HGIOELC QIs Q.I 2.3 Learning, teaching and assessment Q.I 2.4 Personalised support Q.I. 3.2 Raising attainment and achievement	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
1. School Leadership	4. Assessment of Children's Progress							
2. Teacher Professionalism	5. School Improvement							
3. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Teacher judgement and GL assessments demonstrate that there is a need to raise attainment and achievement for all in literacy and close the poverty related attainment gap.</p> <p>Tracking and moderation meetings with teaching staff show a lack of confidence and consistency in teacher professional judgement.</p> <p>Professional dialogue and learning visits show a need for more differentiated learning to increase pace and challenge in all classes.</p> <p>Primary Literacy Coaching Programme & Dive into Reading are evidence-based approaches to the teaching of reading. This has been highlighted within the Primary Literacy Coaching Programme (P1-3) & Dive into Reading (P4-7) strategies.</p>	<p>Increase of reading attainment across all stages through improved professional judgement and more consistent approach to literacy.</p> <p>By June 2024 reading attainment will increase at all stages by</p> <p>P2 increase by 11%</p> <p>P3 increase by 16%</p> <p>P4 increase by 6%</p> <p>P5 increase by 9%</p> <p>P6 increase by 14%</p> <p>P7 increase by 28%</p> <p><i>There will be increased focus on narrowing the poverty related attainment gap in reading at all stages but in particular at P4 and 5 where we expect poverty related attainment gap to narrow by 28 % in P4. In P5 we will narrow the poverty related attainment gap by 16%</i></p>	<p>Pre and post teacher judgements on pupil attainment</p> <p>Standardised assessment data including SNSA/ACEL at P4 and P7. Tracking meetings to monitor target children.</p> <p>Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the Renfrewshire Primary Literacy Approach.</p> <p>This will be measured through</p> <ul style="list-style-type: none"> termly moderation meetings termly tracking meetings staff surveys- August and December learning visits – throughout the year <p>Pre and post teachers' evaluations indicate improvement in confidence in teaching reading.</p>	<p>The school will revisit the Renfrewshire Primary Literacy Approach, particularly the checklist, in session 23/24. This will incorporate the importance of professional judgements being informed by 3 domain model, running records and engagement surveys.</p> <p>In house moderation and tracking meetings will support this through</p> <ul style="list-style-type: none"> Continuous professional development opportunities throughout the year for teaching and support staff who require it on aspects of the Primary Literacy Approach In-service/collegiate activities, professional reading implemented throughout the session. <p>Audit resources for reading (whole school/ELCC and targeted) to identify resources required.</p> <p>ELCC staff will lead parental workshops to support parents/ carers with strategies to support children with early literacy skills of syllables and rhyme.</p> <p>Moderation opportunities for ELCC staff and Primary 1 teachers. ELCC literacy champion will meet with ELCC Depute on a regular basis to discuss next steps.</p>

	<p><i>ELCC progression toolkit will show an increase of at least 5% in the outcomes focusing on identifying and tapping out syllables and recognising, words in songs, games and poems and play that rhyme.</i></p> <p>Single/multi agency plans will show that all of the children identified through the staged intervention framework as requiring support in reading will make good progress, with 95% achieving their targets.</p> <p>By June 2025 our whole school attainment in reading will be in line with the Local authority stretch aims</p> <p>Full transition to the Renfrewshire Primary Literacy Programme will be evident at all stages by August 2024, to ensure a structured, progressive, and consistent approach to reading.</p> <p>By June 2024 all staff will have a more consistent approach to the learning, teaching, and assessment of reading.</p> <p>By June 2024, all support staff will be more confident and skilled in providing in-class support with reading.</p>	<p>This will be measured through</p> <ul style="list-style-type: none"> • professional dialogue • Surveys • course evaluations from modelling and coaching officer <p>Teacher engagement with Renfrewshire Primary Literacy Approach. Evidenced through number of teachers using running records, reader engagement surveys and 3 domain model to discuss progress and interventions.</p> <ul style="list-style-type: none"> • Pre/post teacher judgement data • Writing assessment cold/hot pieces (moderated) 	<p>Staff more aware of school attendance data particularly of children who are off track and bespoke EBSA plans in place for identified target children.</p>
--	---	---	--

<p>Talk for Writing Professional dialogue and learner conversations indicate a need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Following introductory training in the Talk for Writing approach in session 21/22, a strong focus is required on implementation of the approach across the school and ELCC to ensure a consistent approach to writing across the school and maximise the impact on pupil engagement and attainment.</p>	<p>Increase in writing attainment across all stages through improved professional judgement and more consistent approach to literacy.</p> <p>By June 2024 writing attainment will increase at all stages by</p> <p>P2 increase by 5%</p> <p>P3 increase by 16%</p> <p>P4 increase by 16%</p> <p>P5 increase by 9%</p> <p>P6 increase by 18%</p> <p>P7 increase by 19%</p> <p><i>By June 2024 we expect to begin to close the poverty related attainment gap at all stages but particularly for children across the stages who are currently more than one pathway behind.</i></p> <p>By August 2025, almost all teachers are more confident and skilled in the learning and teaching of writing. Almost all support staff are more confident and skilled in providing in-class support for writing.</p>	<ul style="list-style-type: none"> • Pre/post pupil learning conversations (individual target setting, focus groups etc.) • Pre/post reading and writing engagement surveys • Standardised assessment data including SNSA/ACEL at P4 and P7 • Class formative assessment • Levels of staff engagement with CLPL • Working/focus/support group minutes – school/cluster/authority level • Ongoing evaluation of staff confidence, understanding and progress with implementation • Tracking meetings • Peer class visit feedback • Learner feedback - target group • Target group writing journals 	<p>Provide ongoing professional learning for all teaching and support staff. Regular staff confidence surveys to monitor professional learning priorities for whole staff and targeted professional learning for individuals.</p> <p>Calendar of writing CLPL (in-service, collegiate activities, professional reading finalised by December 23 and implemented throughout the session.</p> <p>Project Lead will undertake CLPL on leading effective implementation of Talk for Writing.</p> <p>Project Leads will participate in cluster working groups to support implementation, collaboration, and moderation of the Talk for Writing approach.</p> <p>Project Lead will team teach in Primary 4, 5 and 7 to model effective planning, teaching, learning and assessment approaches. This model will also allow for targeted interventions for individuals who require it.</p> <p>ELCC senior leaders and literacy champions will complete early years Talk for Writing training.</p> <p>Creation of an operational plan, by December 23, for implementation of the Talk for Writing approach.</p> <p>By December '23, all staff will be familiar with the CLPE 'What We Know Works: Writing in Primary Schools' research document What We Know Works: Writing in Primary Schools</p> <p>Audit resources for writing (whole school/ELCC and targeted) by Dec '24. Identify and purchase/create resources required.</p>
---	--	--	--

	<p>By June 2025, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By August 2026, a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p>		
--	---	--	--