



Heriot Primary School and ELC

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, Heriot Primary School and ELC 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 **values** 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>
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Our Vision, Values and Aims

Our **vision** – A school where everyone's learning!
Our **values** – Family, Honesty, Respect and Kindness



Our aims at Heriot Primary School are:

1. Curriculum

To provide for each child a broad and balanced curriculum in line with national and council guidelines with structured and progressive programmes in all curricular areas.

2. Attainment

To enable all pupils to achieve their potential by maintaining and developing strategies which raise attainment.

3. Learning and Teaching

To provide high quality teaching which uses a variety of approaches, builds on previous experience, involves parents and motivates children to take responsibility for their own learning.

4. Support for pupils

To provide support for pupils so that they respect and care for themselves and others as they develop. This will involve their personal, social, emotional, physical, intellectual, aesthetic, moral and spiritual development.

5. Ethos

To create a sense of identity and pride in the school by fostering caring partnerships among staff, pupils, parents, the community and other services. These partnerships should aim to create an effective and inclusive educational environment, a calm, self-disciplined atmosphere with high standards of pupil behaviour and responsible attitudes to learning.

6. Resources

To provide a happy, stimulating and safe environment with good use of well trained staff, and high quality and well-organised resources.

7. Management, leadership and quality assurance

To manage the school effectively through policies, strategies and systems for planning, implementing and developing the curriculum and other areas of school life. To evaluate the work of the school in all areas through effective monitoring, using information gained to progress future development.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils and parents at Heriot Primary School. We used a variety of methods of getting the views of those who are involved in the life and work of the school.

All staff are regularly consulted on the operation of the school. This takes place through regular staff meetings, in service days, collegiate activities and through engagement in work focusing on HGIOS and HGIOELC. In addition, teaching and support staff participate in the annual staff review and development process reflecting on both the quality of service provided and their contribution to it. Staff are also consulted through regular attainment and wellbeing meetings, evaluations and questionnaires. All staff are involved throughout the session in the review of our School Improvement Plan priorities.

Children's views are sought through general class discussion, questionnaires and a 'Big Thinking Day.' In addition, views of the children are used to influence the planning of learning. The Pupil Council meets regularly and is used as a vehicle to raise issues and implement change. In the main foyer area there are post boxes which allow all children to make comments, suggestions and raise matters directly. Our children are also involved in focus groups and various leadership roles to allow them to have a voice in what happens within our school and ELC. The views of the children within our ELC are reflected through our playroom planning using floor books.

The Head Teacher operates an open door policy for pupils and parents. Parents are also able to contact the Head Teacher by other means. Parents' views are usually sought through informal discussion at our Parent Staff Group, school events, general questionnaires and questionnaires targeted at specific activities. Parents are also invited to comment on Annual Reports, through our website, at Team Around the Child meetings and during in school events such as workshops, open days and family learning sessions. Members of the Senior Management Team engage with our parent forum where issues of general interest are raised and discussed.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. We meet termly with our Active Schools Co-ordinator, work closely with our cluster schools and local Admissions Panel and have regular collaborative meetings with our Home Link Worker, Educational Psychologist and social work and health staff.

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. The management team, consisting of the Head Teacher, Depute Head Teacher and Principal Teacher are responsible for the overall monitoring of the work of the school. The remit of the HT covers responsibility for the whole school. Our DHT is delegated responsibility for our Early Learning and Childcare Class (ELC) and P1 to P.4 (Early and First Level) Our PT has responsibility for P.5 – 7 (Second Level)

Evidence will continue to be gathered on the progress of pupils and the operation of the school. A variety of data is gathered i.e. spelling ages, reading levels and standardised assessment results to track children's progress. The HT, DHT and PT meet with staff termly to discuss pupil progress and to ensure children are being supported and challenged appropriately. The Senior Management Team meet regularly to review the progress of children across the school and, where appropriate, contact parents to discuss concerns.

Staff at each stage will meet together with their departmental line manager once a term at a tracking and monitoring meeting to discuss their class plans, learning and teaching, the pace of work, supports for learning, use of classroom assistants and any concerns that they may have about pupils' progress, behaviour, homework, attendance and pastoral issues. Staff will also complete a weekly monitoring form to be sent to their line manager in order to highlight any immediate concerns that they have regarding individual pupils. Parents are again contacted should there be any particular issue or good news to celebrate.

The management team also agree a focus for monitoring classroom practice with staff and set up a number of planned observations in addition to informal visits. Teachers are provided with written and verbal feedback. Teachers and ELC staff take part in planned observations of one another working with children. When possible, professional learning visits to other establishments will be arranged.

Staff are directly involved in monitoring children's progress across the school and, to an extent, across the cluster, this is achieved through stage and cluster meetings where children's work is examined and the standard moderated. All staff are regularly encouraged to engage in self evaluation and evaluate the learning experiences of the pupils.

Attendance is monitored daily with unexplained absences followed up by texts and phone calls. Absence and late coming are monitored monthly by the Head Teacher.

Our PEF funded teachers meet with the DHT termly to evaluate the progress of children identified for targeted support. We also liaise with our partners, on an ongoing basis, to evaluate our progress.

Each year we also complete a standards and quality report and self-evaluation document which is monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – To support the inclusion of all learners within the school and ELC environment

<p>HGIOS/HGIOELC QIs</p> <p>1.1, 1.3, 2.4, 3.1, 3.2</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>We know that most of our children, who attend Heriot Primary and ELC, come to school ready to learn, are respectful of others and their community and create safe conditions for themselves and others. However, we recognise that some children need more support to fully engage in the life and work of our school and to achieve our vision - A school where everyone's learning!</p> <p>Our Staged Intervention data shows we currently have 26% of children who require some form of additional support within our ELC and 35% within the school. Our attainment and attendance data will be used to identify our target pupils.</p> <p>In our pupil 'Have Your Say' questionnaire (P.3-7) only 78% of our children said that they enjoy learning at school with 8% disagreeing and 14% unsure. We want all our pupils to enjoy learning and need to consider how we shape learning experiences to allow this to happen. This session we have looked at our learning environment, physical and social factors, and need to continue to do so next session.</p>	<p>By August 2024, staff will be more aware of what an inclusive classroom is, why it is important, what to consider when setting it up and which supports and strategies are most valued.</p> <p>Staff will make use of the Circle Framework (school), and Up, Up and Away (ELC) this session when planning support for young people with Additional Support Needs. This will contribute to the removal of barriers to learning through consideration of the physical learning environment, the social environment, structures and routines, skills and motivation.</p> <p>Ongoing review of implementation of the Circle Framework (school), and Up, Up and Away! (ELC) will highlight practice that is contributing positively to the removal of barriers for children with Additional Support Needs and all staff will have the opportunity to learn through this.</p> <p>By January 2025, staff will have an increased understanding of the Staged Intervention Framework and their responsibilities within it. The framework</p>	<ul style="list-style-type: none"> • Circle Inclusive Classroom/ Environment Scale (CICS/CIELES) and Inclusive Classroom planning pages • The Circle Participation Scale (baseline measurement tool) • Termly review of pupil plans (staged intervention framework) • Tracking and monitoring (TAM) meeting records • Additional Support Needs tracker • Attainment tracker • Feedback from pupil experience observations • Feedback from authority review • Learner focus group feedback How good is OUR school? Theme 4 	<p>Training for all school staff in use of The Circle Framework and ELC staff in Up, Up and Away.</p> <p>Time allocated to allow staff to complete both the Circle Inclusive Classroom Scale (CICS) and the Circle Participation Scale (CPS) for identified children. CICS to document ongoing evaluation of practice to support inclusion and CPS to support staff to identify children's strengths and areas requiring to be developed. We will also use this scale to evaluate input based on follow up assessment. Introduce new CIRCLE Inclusive Early Learning Environment Scale (CIELES)</p> <p>Time and resources allocated to addressing the six skills areas of the Circle Framework and to identifying strategies to be used.</p> <p>In line with Renfrewshire Council policy, implement Staged Intervention Framework with pupil plans reviewed each term using The Circle Framework/Up, Up and Away to support this and provide equity for all learners.</p> <p>Pupil experience observations across the school and ELC will focus on inclusion (DHT)</p> <p>Create targeted support timetable for individuals. Support teacher (PEF) to work with individuals/small groups who benefit from this type of support.</p>

	<p>will support high quality targeted interventions and allow staff to monitor the effectiveness of these in improving outcomes for our children.</p>		<p>Adaptations to be made to learning environments to better support identified children</p> <p>Continue to update our Additional Support Needs tracker timeously to evidence our current knowledge about our children and provide data about the range, and level, of need across the school</p> <p>Inclusion to be a focus area at termly TAM meetings</p> <p>Engage in two-day review of practice with focus on inclusion. (January 2025)</p> <p>Ensure school census data aligns with pupil Additional Support Needs information</p> <p>Liaise with partner services and agencies to best support our children, providing them with opportunities and the circumstances to achieve and succeed.</p>
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Improvement Priority 2 – To improve attendance across the school and ELC

<p>HGIOS/HGIOELC QIs</p> <p>1.3, 2.1, 2.4, 2.7, 3.1</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>All of our children have a right to education and to get the support they need to benefit fully from their education and fulfil their potential. We want all children at Heriot to be included, engaged and involved in their learning and to participate in the life of the school.</p> <p>Our attendance and late coming data shows we need to take action to support a number of our children to be in school more.</p> <p>Session 22/23 – Attendance below 85% = 27 children. More than 20 lates = 27</p> <p>Session 23/24 - Attendance below 85% = 28 children. More than 20 lates = 21</p> <p>Of significant concern is that 7 children have below 75% attendance and 12 have more than 30 lates.</p> <p>Our attendance rate continues to be below the authority average</p> <p>Session 21/22 – School 92.3% and Authority 92.7%</p> <p>Session 22/23 – School 90.9% and Authority 92.5%</p> <p>We want to actively engage with parents/carers, and our partners, to try to ensure that any barriers to good attendance are removed.</p>	<p>Greater accuracy in attendance recording will better help us to support our children, and their families, to optimise time spent in education in meaningful learning and to appropriately identify and support those who need intervention</p> <p>Across cluster, a consistent understanding and application of interventions and systems used to improve attendance.</p> <p>By maintaining our focus on positive relationships and an inclusive ethos and culture we will continue to promote good attendance.</p>	<ul style="list-style-type: none"> Self-evaluation of current practice (Aug. 24) and of new procedures (June 25) Use of new codes on SEEMIS to accurately track a wide range of attendance data. Weekly monitoring sheet to include any attendances concerns Attendance monitored monthly and actioned as appropriate Annual attendance data (including late coming) recorded in attainment tracker Wellbeing assessment results Use of Staged Intervention Framework Data Dashboard attendance comparison data ELC attendance concerns on pastoral notes 	<p>Use Promoting Attendance: Included, Engaged and Involved (Part 1) self-reflection questions</p> <p>Raise awareness of Education Scotland's Improving Attendance: Understanding the Issues report and Attendance in Scottish schools sketchnote</p> <p>Clerical staff to ensure correct recording of any absences using the 29 SEEMIS codes.</p> <p>Staff to be issued with an attendance overview at the start of the session highlighting concerns about children's attendance and late coming from the previous session.</p> <p>Staff to continue to record pupil absence on weekly monitoring sheets. SLT to review weekly monitoring sheets and act if required.</p> <p>HT to monitor school attendance monthly, DHT ELC, and take agreed action (as is appropriate)</p> <p>Annual attendance data, including late coming) to be included in attainment tracker</p> <p>Continue to work with partners including cluster colleagues and new Family Wellbeing Service</p> <p>Use of EBSA (Emotionally Based School Avoidance toolkit and guidance)</p> <p>Target families to be involved in family learning and wider school activities</p>

Improvement Priority 3 – To improve staff and pupil wellbeing and mental health

<p>HGIOS/HGIOELC QIs</p> <p>1.3, 2.1, 2.4, 3.1</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <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>4. 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	4. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Most relationships and interactions across the school are positive however staff have identified behaviour, resilience and children's relationships as an area for development. We recognise that almost all children who have been identified with concerns have a wider picture of need.</p> <p>We are seeing an increasing number of more fragile learners who are skilled at hiding their insecurities, which may present as disruptive behaviour or simple invisibility, while they do not achieve as they should and may appear disengaged.</p> <p>This session we have completed an increased number of referrals to The Exchange, CAMHS and school nursing and have involved more children in Seasons for Growth due to the level of need.</p> <p>We have care experienced children within the school and ELC (3%) some of whom require additional supports.</p> <p>Equality, diversity, and inclusion are essential components of a healthy school culture and should underpin every element of school life. At Heriot we must prioritise the creation of a</p>	<p>Using a range of measures will lead to more effective screening of our children's wellbeing. Targeted assessments will help us to be better aware of hidden issues of low self-esteem, barriers to learning, mental health and emotional difficulties.</p> <p>Information from wellbeing assessments will inform intervention strategies to allow as to promptly respond to pupil need.</p> <p>Staff will take a proactive approach to addressing the stereotypes and stigma which can often lead to prejudice or bullying experienced by pupils who are LGBT, perceived or thought to be by others, or have LGBT family members (such as same-sex parents). Staff will include LGBT-related learning themes in their teaching, in a natural and meaningful way, to prevent stereotypes and stigma from arising in the first place.</p> <p>Training provided will promote anti-racism as a baseline professional value, empowering staff to identify</p>	<ul style="list-style-type: none"> • GL Pass (Health and Wellbeing Assessment) data • Referrals to partner services • Racist incident data (SEEMIS) • Violent incident data (Business World) • Evidence gathered for Rights Respecting Schools Silver Award (Rights Committed status) • Inclusive Education audit • Focus group feedback • Pupil dialogue feedback following in class observations • CLPL staff evaluations 	<p>Termly wellbeing assessments (GL PASS and wheel)</p> <p>Attention Bucket training for ELC, P.1 – 3 and support staff (14.8.24) and implement with identified pupils</p> <p>Continue to run support groups for loss/change/relationships/resilience - Seasons for Growth, Circle of Friends, Nurture Groups</p> <p>Assemblies to focus on wellbeing and mental health (including focus on our values/Heriot Learner Toolkit and A Heriot Learner is ...)</p> <p>LGBT Inclusive Education training for staff – Stage 1 (delivered by PT - collegiate session 24/9/24) and Stage 2 (delivered by trainers - inservice October 2024) Staff audit to be completed in October.</p> <p>NVR training for staff – collegiate session 30/10/24</p> <p>Regular check ins with staff regarding their wellbeing. Inservice day allocated to staff health and wellbeing. (February 2025)</p> <p>Continued focus on Children's Rights. Pupil Council to lead on this throughout session. Application to be completed for Rights Respecting Schools Silver Award (Rights Committed status)</p>

<p>positive learning environment where every child and staff member can thrive.</p> <p>In our pupil 'Have Your Say' questionnaire (P.3-7) only 68% of children said they felt safe and cared for in school with 16% disagreeing and 16% unsure, Only 85% felt listened to with 6% disagreeing and 9% unsure. We need all of our children to feel safe, cared for and listened to whilst at Heriot Primary.</p>	<p>and implement anti-racist behaviours and processes in day-to-day practice. Ultimately, we want all staff to be racially literate, effective at dealing with racism and confident in leading anti-racism.</p> <p>An increased number of children will feel safe, cared and listened to in school</p>		<p>Use of the Circle Framework across the school to ensure inclusion for all (see Priority 1)</p> <p>Inservice for all support staff - Mental Health and Wellbeing (14/2/25)</p> <p>Learner focus group (Sept. & Feb.) to evaluate How good is OUR school? Theme 4 – Our health and wellbeing.</p> <p>Pupil groups (Nov. – May) to meet with SLT following in class observations to discuss Theme 4 – Our health and wellbeing.</p> <p>Continue to work in partnership with our School Nursing team to provide support children to identified pupil, mainly on emotional regulation.</p> <p>Use Family Wellbeing Service, including Home Link, to provide supports to children and their families.</p> <p>Building Racial Literacy programme to be undertaken by PT. Overview of programme to be shared with all staff through introductory videos and PT to feedback to staff throughout session.</p>
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Improvement Priority 4 – Raise attainment in Literacy with a sustained focus on writing

<p>HGIOS/HGIOELC Qis</p> <p>2.3, 2.4, 3.2</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Teacher professional judgement (ACEL)/SNSA/standardised assessment (GL)/tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing. After targeting writing last session we saw some of our attainment figures rise however we need to build on this success next session. (e.g. 16% rise from 68% to 84% for current P.7 and 6% rise from 69% to 75% in P.5) Focus stages will be P.3 and P.7 as currently below 70%</p> <p>Professional dialogue, learner conversations and writing survey results indicate an ongoing need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure. This will ensure we maximise the clear links between pupil engagement and attainment in writing.</p> <p>Significant work has already been undertaken in relation to building a reading culture and effective reading pedagogy through engagement in the Reading Schools programme (achieved Gold Award) and Dive into Reading. Greater links still need to be</p>	<p>By May 2025 there will be a percentage increase of writing attainment across specific stages and SIMD levels. (P.3 – 7) In particular, P.3 (68%) and P.7 (62%)</p> <p>By May 2025 there will be evidence of narrowing the poverty-related attainment gap using percentage points.</p> <p>By May 2025 almost all teachers are more confident and skilled in the learning and teaching of fiction and non-fiction writing. Almost all support staff are more confident and skilled in providing in-class support for writing.</p> <p>By May 2025 most children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By June 2025 a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with</p>	<ul style="list-style-type: none"> Teacher professional judgement/ACEL data Writing assessments Standardised assessment data including SNSA/ACEL, GL and IDL Pupil learning conversations (individual target setting, focus groups etc.) Reading and writing engagement surveys (June 24/25) P.3 - 7 Class formative assessment Levels of staff engagement with CLPL (school/authority/cluster) School working group to work on planners and RAG rating of Talk for Writing 'non-negotiables'. New literacy overviews will now incorporate Tfw Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Tfw Process' survey 	<p>Provision of ongoing professional learning for teaching and support staff in the Talk for Writing (Tfw) approach including initial CLPL for new/returning staff in fiction and non-fiction writing and ongoing professional learning determined by staff confidence surveys, evaluations and observations.</p> <p>Lead training for new ELC Senior to be arranged and establish links with colleagues in ELC/cluster early years settings to create a shared understanding of writing across early level to ensure progression while avoiding overlap.</p> <p>Calendar of writing CLPL (in-service, collegiate activities, professional reading and working party) will be finalised by Aug. 2024 and implemented / evaluated throughout the session. This will include opportunities to plan, assess and moderate writing experiences and outcomes across our school and cluster/comparator schools.</p> <p>Literacy working party to undertake a full audit of implementation informed by the Talk for Writing Leadership Toolkit/RAG rating (with staff) to identify areas of strength and areas for further development. Implementation to be incorporated into literacy planners.</p> <p>Creation of an updated operational plan, by October 2024 for implementation of the Talk for Writing</p>

<p>established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>A strong focus continues to be required on implementation of the Talk for Writing approach across the school and ELC to ensure a consistent approach to writing across the school and maximise the impact on pupil engagement and attainment. However, as we now embed the approach, we need to make adaptations to our implementation based on our evaluations.</p>	<p>additional evidence-based reading and writing pedagogies.</p> <p>By May 2025 parents/carers will have been provided with opportunities to learn more about the Talk for Writing approach and ways they can support their child to progress in writing.</p>	<ul style="list-style-type: none"> • Tracking and monitoring (TAM) meeting records • P.1 baseline and end point assessments • Class visit feedback • Learner feedback - target group • Target group writing evidence • Whole school moderation activities • Audit of progress using the Talk for Writing School Improvement Cycle • Feedback from parents/carers via events, family learning opportunities and surveys 	<p>approach (fiction and non-fiction) to include key features e.g.:</p> <ul style="list-style-type: none"> - finalise a whole school (inc. ELC) reading spine. - create a whole school overview with resource linked units. - adapt templates for unit planning to align with existing planning approaches. - establish teaching non-negotiables and ensure consistent implementation across the school. - maintain effective procedures for quality assurance of the approach. <p>By October 2024, all teaching staff will be familiar with Talk for Writing's 'Planning, Assessment and Progression' overviews and will use these to plan learner experiences and inform professional judgements on pupil progress.</p> <p>We will focus on shared writing at all stages. Teaching staff will complete the 'Art of Shared Writing' reflection survey and results will be used to inform support required including professional learning, peer visits etc.</p> <p>Literacy Champion to attend Literacy Champion meetings and TfW Project Leads sessions throughout the session for updates and sharing of practice.</p> <p>Further central training in TfW (fiction and/or non-fiction) for staff who feel they require it.</p> <p>Provide targeted support to identified children, ELC to P.7, as required to improve writing attainment. (ELC Graduate/teaching staff and CA's)</p> <p>Audit resources for writing (whole school and targeted) by November 2024. Identify and purchase/create resources required.</p> <p>Provide information to parents/carers about the Talk for Writing approach, how this impacts on their child's learning and how they can use aspects of this to support home writing activities.</p>
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