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Kilbarchan Primary School

School Improvement Plan

2026/27

Planning framework

As part of Children's Services, Kilbarchan Primary School has developed this school improvement plan in line with the national and local priorities listed below.

National Improvement Framework Key Priorities

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in achievement, particularly in literacy and numeracy.

National Improvement Framework 7 Key Outcomes

- A globally respected, empowered, and responsive education and skills system with clear accountability at every level that supports children, young people and adult learners to thrive. The system enables the development of their knowledge, skills, values and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy.
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.

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

Reduce child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty	Place children and young people's human rights at the heart of the planning and delivery of services that affect them	Protect the most vulnerable members of our communities, including children and young people who are at risk	Support and nurture our children, families and communities	Create the best possible learning estate to allow children and young people to thrive	Raise attainment and enhance learning and teaching in an inclusive environment
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Our Vision, Values and Aims

Kilbarchan Primary School, at the heart of the community, with community at our heart.

Our Values

Our Aims

We are Kind

To treat each other with care and concern, we value everyone in the school and respect our differences and similarities. We are kind when we speak to and about others. We will always ask each other if our behaviour was kind, and if it was not, how can we make amends.

We are Welcoming

To welcome everyone at Kilbarchan Primary whoever you are. We are an inclusive school and recognise that we are part of a wider community and world. We will always challenge prejudiced behaviour and language and continue to make everyone who comes through the doors feel welcome and valued.

We are Supportive

To ensure everyone gets the help they need to be a part of the Kilbarchan Primary School community. We use language that supports and helps one another. We put children at the centre of everything we do here and recognise that at times people need extra support.

We are Determined

To embrace the opportunities to learn, create and contribute to the positive learning environment. We are determined to challenge ourselves by participating in a range of new experiences, building on what we know so that our learning can progress. We are proud of our achievements and love to share these with others.

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Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, families, and partners. We used a variety of methods to get the views of those who are involved in the life and work of Kilbarchan Primary School by consulting our stakeholders in the following ways:

Pupils • Consultation using the Pupil Version of How Good Is Our School?4: ➢ Our Relationships ➢ Our Learning and Teaching ➢ Our School and Community ➢ Our Health and Wellbeing ➢ Our Success and Achievements • Young Leaders of Learning • Class discussions • Whole school assemblies with a focus on our values and UNCRC • Mental health and wellbeing target setting conversations • Pupil Voice across curricular activities including Play Pedagogy planning	Staff • Collegiate sessions • In-Service Days • Curriculum Development Sessions • Excellence and Equity Tracking Meetings • Collegiate consultation identifying priorities for improvement • Quality assurance using How Good Is Our School? • Quality assurance collegiate calendar • Practitioner Confidence Surveys • Annual Professional Review and Development meetings
Families • Parental Questionnaires • Parent Council Meetings • Regular newsletters • Website • Induction and Transition Activity Reviews • Extended Support Team Meetings • Team Around the Child Meetings	Partners • Qualitative data capture during professionals' meetings • Termly meetings with Active Schools Co-Ordinator • Professionals Meetings with Home Link Worker, Educational Psychologist, Nurture/Base Staff, The Exchange Counselling Service, Social Work • Cluster Head Teacher Meetings • Link Head Teacher Meetings • West Partnership Head Teacher Meetings • SDO Meetings

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All information gathered is collated and used to assist us to identify next steps and areas for improvement. The priorities and actions within our school improvement plan meet the needs of the school and articulate with the local and national priorities.

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:

Quality Assurance

- Local Authority Inspection
- HMIE Inspection
- Quality Assurance monitoring calendar
- Staff Meeting Agendas and Minutes
- Pre and post CLPL staff training surveys
- Practitioner Confidence Surveys
- Practitioner feedback from Professional Review and Development Meetings
- Medium- and Long-Term Planning documentation
- Regular monitoring of bullying and racist incidents
- Collegiate and In-Service self-evaluation using HGIOS?4
- Family Questionnaires
- Family Learning Sessions

Pupil Progress

- Results from Assessment Calendar activities, including ongoing, periodic, end of unit and high quality assessments
- Glasgow Motivation and Wellbeing Profile Results
- Referral success rates to Home Link, Counselling Service etc
- Pupil Voice conversations
- Excellence and Equity Meetings
- Termly GIRFEC Meetings
- Pupil Attendance figures
- ACEL Data

Each year we also complete a Standards and Quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

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.

Throughout this document Anti Racist Education will be highlighted in purple, Young Leaders of Learning in green, and PEF in red.

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Improvement Priority 1 – to raise attainment in Writing by embedding Talk for Writing			
NIF Priorities Highlight as appropriate Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
Building on the successful introductory training in Talk for Writing during session 2025/26, the school will focus on embedding the approach across all classes through consistent planning, delivery and assessment practices. This will establish a coherent progression in writing, support staff confidence and consistency, and lead to improved pupil engagement, independence and attainment in writing. Attainment Data suggests attainment in Listening and Talking has improved overtime, with the exception of P3 and P7. At P4 and P7 attainment in writing has improved by 10%. Attainment overtime in writing within P2, P3, and P6 is consistently between 70%-76%. P1 and P5 attainment is below 70%. Despite there being a greater male than female ratio, data highlights an attainment gap at P1 and P4 between male and females.	Impact on Pupils - Percentage increase of writing attainment across specific stages, SIMD levels and gender - Percentage increase of talking and listening attainment across specific stages, SIMD levels and gender: 6%pt increase across school; 13%pt increase in P6 - Percentage increase of writing attainment from With Support to On Track: 9%pt increase across school; 25%pt increase in boys in P2 (formerly P1); 20%pt increase in boys in P5 (formerly P4). - Percentage increase of writing attainment from Not Yet to With Support: 7%pt increase across school; 13%pt increase in P6 (formerly P5) - Evidence of narrowing the poverty-related attainment gap: 16% of pupils in school SIMD 1-3 – 36% not on track. Aspirational target is to move 13% to On Track. 8% of pupils in school FME/CG – 66% not on track. Aspirational target is to move 20% to On Track (PEF)	Measuring Impact on Pupils - Increased attainment and progress in writing for targeted groups will be measured and evidenced through: - Tracking meetings and tracking documentation (including Teacher Professional Judgement / ACEL data) - Cold and Hot Writing assessments - TIG Group assessment data - Standardised assessment data (including SNSA/AC) - Learner conversations and focus group feedback will reflect the implementation of fiction and non-fiction Talk for Writing across the year Impact on Staff - Ongoing evaluation of staff confidence, understanding and progress through the 'Confidence in Applying the Talk for Writing Process' survey - Post-CPL/training evaluations identifying strengths and areas for development - Stage, whole-school and cluster moderation activities evidencing:	Term 1 (August – October 2026) - PEF 0.2 Additionality of P1 Staffing to support implementation of TfW in Early Years - CLPL on Talk for Writing (Non-fiction) delivered to all staff (In-service Day August 2026) - Ongoing professional learning begins (informed by surveys, evaluations, observations) - SLT Quality Assurance of timetables and forward planners to reflect Talk for Writing - SLT Observations on Skills and Writing - Agree whole-school reading spine - Adapting planning templates - October 2026 In-service: Moderation - HT Learning Conversations on Talk for Writing - SLT/Project Leads co-create Family Learning programme Term 2 (October – December 2026)

Commented [GB1]: Silly I know, but maybe don't need overtime twice!?

Commented [GB2]: Is this an area to focus on?

Commented [GB3]: Wondering what the gap is? Can you evidence the % as a targeted reduction?

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Professional dialogue and learner conversations 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. The need for consistency was also highlighted in the school's recent HMle report, '...begin to develop greater consistency of high-quality learning and teaching across all classes.' As Talk for Writing lessons during Session 25/26 mainly focussed on Fiction Writing, there is a requirement for the school to develop engagement in nonfictional Writing and opportunities for Free Writing. This was also detailed within the latest HMle report 'At first and second levels, children need to develop further their skills in creating extended pieces of writing. They would benefit from more frequent and regular opportunities to write for a variety of purposes.'	• By February 2027, almost all children will demonstrate increased engagement, knowledge and skill in the writing process <u>Impact on Staff</u> • By May 2027, almost all teaching staff will be confident and skilled in the learning and teaching of fiction and non-fiction writing • Almost all support staff will be more confident and skilled in providing in-class support for writing • By May 2027, a clear, structured, progressive, and consistent approach to fiction and non-fiction writing will be evident at all stages • This will use the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies <u>Impact on Families and Communities</u> • By April 2027, parents and carers who have attended Family Learning sessions will show increased understanding of: ➢ The Talk for Writing approach ➢ How they can support their child's writing at home	➢ Shared understanding ➢ Agreed standards ➢ Exemplification of Hot Writing (assessed writing) for each stage/toolkit • Baseline and post-session staff surveys measuring increased knowledge, confidence and skill in delivering high-quality writing lessons • SLT quality assurance of timetables and forward planners to evidence Talk for Writing implementation • Audit of progress using the Talk for Writing School Improvement Cycle, including RAG rating of 'non-negotiables' carried out collaboratively with staff • By August 2026, teaching staff have access to consistent, coherent and proportionate planning and assessment documentation • Improved attainment in Cold and Hot Writing assessments using agreed writing rubrics <u>Impact on Families and Communities</u> • Attendance data, engagement levels and feedback from Family Learning sessions will evidence the effectiveness of the Talk for Writing information shared with parents and carers	• Ongoing CLPL continues (collegiate sessions, professional reading)) • Development begins for Non-Fiction Reading Spine and Model Texts, ensuring: ◦ Alignment with anti-racist CPD and supporting texts • Professional dialogue between P1 staff and ELCC/early years colleagues to support Early Level progression/moderation • Delivery of Family Learning sessions begins • SLT Observations on Skills and Writing <u>Term 3 (January – March 2027)</u> • Ongoing SLT QA of planning, timetables and implementation • Moderation Collegiate Session • Peer Observation • PEF purchase of GL assessment to support professional judgement and moderation <u>Term 4 (April – June 2027)</u> • Completion of Non-Fiction operational plan by May 2027, including: ◦ Finalised non-fiction reading spine ◦ Model texts for each stage • Final pupil voice collected and analysed to inform next steps • Final evaluation of Family Learning impact (attendance, engagement, feedback)
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Improvement Priority 2 – to increase student engagement, critical thinking, participation, and assessment for learning by improving the quality of questioning.			
NIF Priorities Highlight as appropriate Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
The EEF highlights that high-quality questioning supports classroom talk, enabling pupils to articulate ideas, deepen understanding, and extend vocabulary. Questioning allows teachers to check understanding and address misconceptions in real time, ensuring teaching is responsive and closely matched to pupils' needs. It also promotes deeper thinking, as well-crafted questions encourage pupils to explain, justify, and make connections. Additionally, questioning supports metacognition (see SIP 3) helping pupils to reflect on their thinking and regulate their own learning, approaches identified by the EEF as having a strong impact on outcomes. Overall, improving questioning enhances engagement, informs teaching, and develops more confident, thoughtful learners, leading to improved pupil progress across the curriculum (see SIP 3).	Expected Impact on Pupils by June 2027 - Increased engagement, with all pupils expected and supported to participate in learning - Improved depth of understanding through opportunities to explain, justify and build on ideas - Greater confidence in speaking and articulating thinking - More equitable participation, reducing reliance on a small number of volunteers - Stronger metacognitive skills, as pupils reflect on and develop their thinking - Improved attainment through better identification and addressing of misconceptions 'With Support' group demonstrating 15-25% increase in pupil participation and verbal responses during lessons; 10-15% of pupils showing improvement in assessment scores where questioning is used to address misconceptions and deepen understanding.	Measuring Impact on Pupils - Pupil Survey on questioning used in classes: Baseline Aug/Sept and Endpoint May - Lesson observations show high levels of participation, pupils explaining, justifying and building on responses - Lesson observations show use of strategies such as Hinge Questioning, 'Pause, Bounce, Pounce', cold calling, no hands up, talk partners - HT Learning Conversations indicate pupils feel involved in lessons, the use of extended wait times for answers, range of questions being used. - Evidence in classwork shows extended answers, explanations and reasoning - Termly assessment data shows improved progress across subjects - Increased attainment in reasoning/problem-solving questions 'With Support' group	August – October (Term 1): - PEF Additionality of Classroom Assistant to support Questioning, particularly during Play. - Baseline Surveys for pupils and staff - Use of Renfrewshire Way Baseline assessment at Collegiate session - Introduce Renfrewshire Way 4 week Development Cycle for Questioning - DHT lead Collegiate Sessions on Questioning - Co-creation of questioning toolkit with staff to act as reference tool for the planning of questions - SLT Observations will focus on Skills and Questioning - HT offer CLPL on Metacognition to support Questioning - Pre Tracking Meeting (Aug) to identify 'With Support' group

Commented [GB4]: This is a hard one to evidence the impact isn't it

Commented [GB5R4]: It's the questioning that identifies next steps in learning I suppose and identifies gaps? I wonder if there is any targeted group for this?

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SLT observations from session 2025-26 indicate that questioning is often dominated by closed questions and responses from a small number of students. Developing more purposeful questioning strategies will improve engagement, challenge learners, and provide better evidence of understanding. Headteacher learning conversations with pupils indicate inconsistency in the use of questioning across classes. While some pupils experience a wide range of question types that support their thinking, others report more limited opportunities. Pupils highlighted that they are not always given sufficient thinking time to respond, that the same individuals often answer questions, and that there are few opportunities to build on or extend the ideas of others through whole-class discussion. This suggests a need to develop a more consistent, inclusive, and purposeful approach to questioning to ensure all learners are actively engaged and supported to think deeply.	<u>Expected Impact on Staff by June 2027</u> • More responsive teaching, informed by ongoing assessment of pupils' <u>understanding</u> • Increased consistency in classroom practice across the school • Greater confidence and skill in using a range of questioning techniques • Improved ability to adapt teaching in real time to meet pupils' needs, eg following Hinge Questions • Enhanced professional dialogue around high-quality teaching and learning • 90% of observed lessons will demonstrate effective questioning strategies, including higher-order questioning, appropriate wait time, and equitable participation from learners, resulting in improved engagement and attainment outcomes. <u>Expected Impact on Families and Communities by June 2027</u> • Greater confidence that all children are actively engaged and supported in lessons • Improved communication from pupils about their learning, as they can better explain their thinking • Stronger pupil progress and outcomes over time • Increased trust in the quality and consistency of teaching across the school	<u>Measuring Impact on Staff</u> • Staff Confidence Survey on questioning: Baseline Aug/Sept and Endpoint May • Lesson observations show teachers adapting pace/content in response to answers based on pupil responses eg to Hinge questions • Lesson observations show common questioning strategies used in all classes • Use of a shared rubric (e.g. variation, wait time, participation, depth of questioning) • Reduced variation between classes in quality of questioning • CPD evaluations show improved understanding and use of strategies • Evidence of reteaching or extending learning following questioning • Staff meeting minutes show discussion of questioning practice • Peer observations focus on questioning • Review of all formal observation data shows at least 90% meeting agreed criteria <u>Measuring Impact on Families and Communities</u> • Parent surveys indicate positive perceptions of teaching and engagement • Feedback from events/meetings reflects confidence in classroom practice • Parents report children can explain their learning more clearly at home • Parent surveys show increased satisfaction over time	<u>October – December (Term 2):</u> • SLT Observations will focus on Skills and Questioning • Good practice identified during SLT Observations will be shared through team teaching. • Collegiate sessions with focus on good practice arising from use of questioning toolkit <u>January – March (Term 3):</u> • Good practice identified during SLT Observations will be shared through team teaching. • Peer Observations will focus on Skills and Questioning <u>April – June (Term 4):</u> • Collation of evidence for Self-Evaluation • Sharing of good practice
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Commented [GB6]: This one is key I think

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Improvement Priority 3 – to develop pupils’ application of Meta-Skills across a curriculum that is relevant and organised under Cross-Curricular Themes			
NIF Priorities Highlight as appropriate Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in achievement, particularly in literacy and numeracy		NIF 7 Key Outcomes (see page 2 for full descriptors) Highlight as appropriate Develop knowledge, skills, values and attributes to support children and young people to thrive Excellent partnerships in line with GIRFEC Inclusive and relevant curriculum and assessment High levels of achievement across the curriculum with action to close the poverty-related attainment gap Highly skilled practitioners and leaders driving excellent learning, teaching and assessment Improving relationships behaviour and attendance with increased engagement in learning Engaging in digital technology supported by a highly skilled digital workforce & tackling digital inequality	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
In session 2025-26 we focused on: - Embedding meta-skills across learning - Developing partnerships with World of Work stakeholders - Using targeted interventions, such as Lego Therapy, with emerging data to track impact - Promoting learner voice, evidenced through Young Leaders of Learning initiatives Our self-evaluation for this session indicates that the school demonstrates a strong commitment to continuous curriculum improvement and the development of learners’ meta-skills. Learners are increasingly engaging in skill development, with 86% of families recognising progress in meta-skills. Our World of Work partners agreed that the school should continue to focus on the development of Meta-Skills in session 26-27 through their questionnaire. Evaluation evidence, analysis of data, inspection findings (HMIE), and stakeholder feedback highlights several key barriers:	Expected Impact on Pupils by June 2027 - Improved coherence and depth of learning through clearer connections across curricular areas (via cross-curricular themes) - Stronger development of meta-skills (e.g. problem-solving, collaboration, creativity), with learners able to recognise, articulate and transfer these skills across contexts. - Increased learner agency and engagement, supported by initiatives such as Young Leaders of Learning and Meta Skills Awards. - More equitable progress for all learners, with targeted interventions (e.g. Lego Therapy) monitored through robust data to evidence impact over time. - Enhanced wellbeing and engagement through regular, purposeful outdoor learning experiences.	Measuring Impact on Pupils - Learning conversations / pupil focus groups demonstrating ability to make links across subjects - Evidence in classwork showing connections across the curriculum - Pupil ability to articulate skills and transfer (captured through talks, or learner conversations) - Participation rates in Young Leaders of Learning and leadership roles - Tracking of Meta Skills recognition Awards (breadth of learners recognised) - Pre- and post-intervention data (e.g. Lego Therapy outcomes linked to wellbeing, communication, engagement) - Wellbeing indicators (GMWP) – tracked across the year	August – October (Term 1): Co-Construction - Provide all staff with an outline cross-curricular framework (9 themes – including Social Justice and Anti-Racist Education) as a starting point - Collegiate sessions for staff to adapt, refine and contextualise the framework to ensure progression across stages; relevance to learners; clear connections across curricular areas - Map progressive meta-skills across themes and stages, ensuring clarity in expectations - SLT and/or Distributed Leadership roles begin to deliver CLPL on themes and meta-skills - HT to offer CLPL of Anti-Racist Education Resource, including use of newly purchased texts to support high quality learning and teaching around the Safer Braver Spaces concept. - Introduce and agree streamlined wider curriculum assessment tracking systems - Relaunch Young Leaders of Learning - Relaunch meta-skills language across the school, including celebration of

Commented [GB7]: There is a lot in here isn't there! Be great to see how it pans out throughout the year.

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• Opportunities to connect learning across curricular areas are not always maximised. • HMIE identified the need to refine tracking systems across the curriculum. • Progress in meta-skills is not tracked over time. • Learners are not always explicitly aware of how these skills develop and transfer. Young Leaders of Learning review noted: • The need to promote and embed achievements across the curriculum • The need to promote and embed meta-skills by recognising effort, progress and achievement • The need to enhance outdoor learning, ensuring opportunities are meaningful and embedded across the curriculum. In response, we will redesign our curriculum to ensure it is coherent, progressive, relevant and responsive to learners' needs. • Structuring learning around nine cross-curricular themes, providing meaningful and connected learning contexts • Embedding the Know-Do-Understand model to strengthen progression across knowledge, skills and understanding • Explicitly linking curriculum themes to progressive meta-skills, supporting transferable skill development • Using data-informed approaches, including targeted interventions like Lego Therapy, to demonstrate impact • Enhancing outdoor learning provision, ensuring it is regular, purposeful and embedded • Promoting learner agency through initiatives such as weekly Meta Skills Awards led by Young Leaders of Learning	<u>Expected Impact on Staff by June 2027</u> • Greater consistency in curriculum design and delivery across the school, moving from strong individual practice to a cohesive whole-school approach. • Enhanced professional dialogue and collaboration, as staff work together to plan cross-curricular themes and share effective practice. • Stronger focus on skills progression, embedding meta-skills explicitly within daily learning and teaching. • Increased capacity to deliver high-quality outdoor learning, supported by improved resources and shared expectations. <u>Expected Impact on Families and Communities by June 2027</u> • Increased understanding of their child's progress across the curriculum and in meta-skills • Stronger engagement with the school's learning approach, as curriculum themes and skills development are made more explicit and visible. • Enhanced opportunities for partnership, particularly through links with World of Work and community-based learning.	<u>Measuring Impact on Staff</u> • Whole-school planning audits (evidence of themes, meta-skills, K-D-U model) • SLT and peer observations referencing skills • Records of collegiate working (minutes, planning sessions, moderation activities) • Staff surveys indicating increased confidence and shared understanding • Evidence of co-planning across stages or departments • Planning documentation showing explicit meta-skill progression • Observations of teaching practice referencing skills language and explicit teaching of skills <u>Measuring Impact on Families and Communities</u> • Parent/carer surveys (e.g. understanding of meta-skills and wider achievement) • Feedback from reporting (Family Learning Nights parents' evenings, reports, SWAY/See-Saw) • Attendance at curriculum events/workshops (e.g. meta-skills sessions) • Number and quality of World of Work partnerships • Partner Feedback surveys from participation in events such as World of Work Week • Participation rates in community-based learning activities	achievements at assemblies and hot chocolate afternoons with HT • Communicate curriculum developments to families • SLT Observations with a focus on Skills and Questioning • YLL purchase new outdoor learning equipment with the support of Parent Council • Establish regular, timetabled outdoor learning <u>October – December (Term 2): Implementation</u> • Staff begin delivering their co-designed cross-curricular themes • Forward Planning reflects: links across learning; meta-skills development • Introduce Meta Skills Awards and structured learner voice opportunities • SLT Observations with a focus on Skills and Questioning <u>January – March (Term 3): Refinement</u> • Collegiate sessions review meta-skills progression and content of cross curricular lessons • January Excellence and Equity Tracking to evaluate impact on attainment • Increase learner leadership opportunities (Young Leaders driving improvement activity) • PEF purchase of GL assessment to support professional judgement of critical thinking <u>April – June (Term 4): Impact and Sustainability</u> • Evaluate curriculum coherence and Meta-skills progression outline • Gather and analyse: attainment data; Pupil voice; Staff feedback; Family feedback
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			<u>Session 2027-28</u> Use the intelligence to: • Further refine the curriculum model • Celebrate and share successes with the wider school community
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