



St David's Primary School

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, St David's Primary School 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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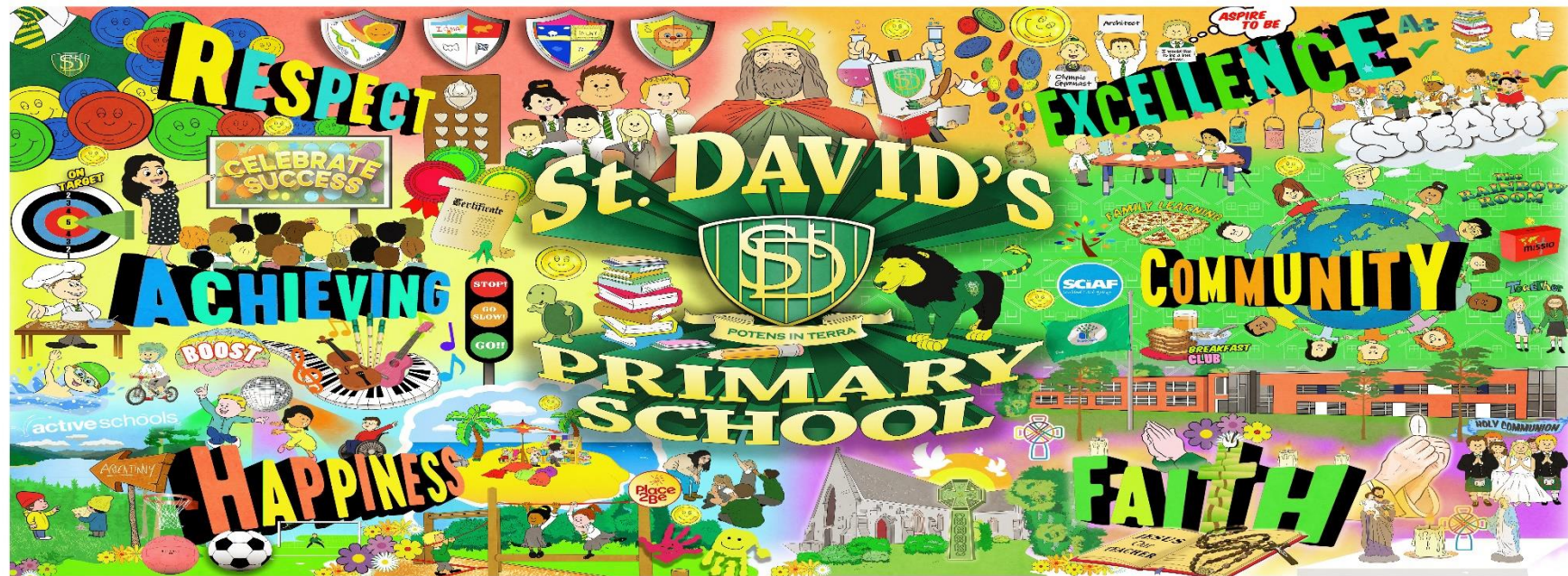
Our Vision, Values and Aims

Improving the education and life chances of our children by working together

Respect **E**xcellence **A**chieving **C**ommunity **H**appiness **F**aith

REACH**ing with **Faith

St David's PS is an ambitious learning community, which is inclusive of all our partners, primarily pupils, parents and staff. Our child-centred approach ensures that each child aspires to success, plays an active part in their own learning and that their views are sought and valued. Excellence is the standard we aim for in everything we undertake. To achieve this, all who identify with our school community have a part to play in contributing to our overall success. St David's is committed to raising expectations, attainment, and achievement by delivering a curriculum that is creative, challenges pupils and develops transferable skills. In so doing, we instil confidence, motivation and enthusiasm for lifelong learning whilst fostering the Gospel Values of the Catholic Church.



Who did we consult?

To identify our priorities for improvement, we sought the views of all stakeholders. We used a variety of methods of getting the views of those who are involved in the life and work of St David's PS such as:

<p>Staff</p> <ul style="list-style-type: none">• Staff meetings• In-Service Training• Curriculum Development Sessions• Termly target setting, pupil progress, attainment & SHANARRI meetings• Education Scotland Professional Learning materials• Evaluation of the service using How Good Is Our School (HGIOS) 4, Building the Curriculum 1-5 series, Education Scotland briefing notes• Regular review of School Improvement Plan priorities• Staff Surveys• Annual Professional Review and Development meetings	<p>Parents/Carers</p> <ul style="list-style-type: none">• Meet the Teacher Sessions• ASN Termly Meetings• Class Dojo App• Parental Surveys• Parent Council meetings• Monthly newsletters• Parents' Playground Noticeboard• Website• Parental evaluations of school events• Induction Days• Team Around the Child (TAC) meetings• Shared Campus Family Learning Sessions• Annual Report feedback
<p>Learners</p> <ul style="list-style-type: none">• House Afternoon consultations• House Captains meetings• Pupil Council meetings• Pupil Citizenship Group consultations• Pupil Surveys• Pupil Focus Groups• Assembly consultation activities• PEF small group consultations (ELCO, Keyworker)	<p>Partners</p> <p>Regular meetings with</p> <ul style="list-style-type: none">• Active Schools Co-ordinator• Educational Psychologist• Cluster• Campus partners• CHAPS• KLAS• Adult Learning and Literacy Team• Family Wellbeing Team• Exchange Counselling• Camhs Service

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:

- ASN overview Tracker
- Attainment cohort trackers
- Planned Quality Assurance Calendar of Monitoring and Evaluation
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Individual pupil target setting
- Monitoring & tracking of children's learning & attainment
- Pupil Focus Groups (HGIOS) 4
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments
- Collegiate & INSET self-evaluation activities using HGIOS 4, Education Scotland guidance/resources.
- Questionnaires/Surveys to staff, parents, children and partners and analysis of results to inform improvements.
- Review of policies and practices
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Learning & teaching monitoring
- Peer learning visits
- Campus learning visits
- Meeting with external partners who provide support for children and pupils

Moderation

- Cluster working across all levels in Writing
- School based moderation within all curricular areas
- Educational Scotland QA Moderation resources
- CHAPs HT Trio

Attendance

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls
- Absence and late coming are monitored monthly
- Keyworker Attendance focus (PEF)

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

Improvement Priority 1 – Improving Pupils Social, Emotional and Mental Wellbeing

HGIOS/HGIOELC QIs 3.1 1.3 2.3 3.2	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 style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. School Leadership</td> <td style="width: 50%;">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>Rights respecting Schools Pupil surveys (June 2024) show that pupils scored the following areas low on a scale of 1-5 stars: I enjoy being at school – 27% scored 1-3 stars, I feel safe at school – 19% scored 1-3 stars, I like the way adults in the school treat me – 20% scored 1-3 stars, In general I like the way I am – 18%, My school listens to my ideas for how to do things better – 30% scored 1-3 stars.</p> <p>We recognise the continuing need to support children with relationships, behaviour, and wellbeing in St David’s Primary School. Our aim is to ensure we provide a space where children are welcomed and nurtured and enabled to acquire knowledge and skills that build confidence and self-esteem. We will ensure robust practice tackles both the poverty related attainment gap and the social and emotional needs of the school community. 67% of our learners are SIMD 1 & 2.</p>	<p>By June 2025 there will be a consistent and strengthened approach to nurture and HWB across the school.</p> <p>By June 2025 almost all children and staff will display increased knowledge of the UNCRC and how it applies to their daily lives. Pupils will articulate connections and transfer of skills & knowledge.</p> <p>By June 2025 almost all children will have a secure understanding of rights and will participate in implementing positive and sustainable changes in the school and the community.</p> <p>By June 2025 the school community will have received Rights Respecting Schools Silver Accreditation and will be working towards Gold Accreditation.</p> <p>Attendance across the school shows an overall average attendance of 90.5%.</p>	<p>Rights Respecting Schools pupil baseline survey activities P1-P7 September 2024. Follow up survey May 2025.</p> <p>Pupil focus group learning conversations (Nov 24/Feb 25/May 25)</p> <p>Tracking pupil wellbeing through GIRFEC as part of staff PPMs. Discuss Care experienced children and how to best support them</p> <p>Learning conversations with children, including those who are Care Experienced and who have an identified ASN</p> <p>Attendance monthly meetings with Key Worker (PEF)</p>	<p>Consistent and strengthened approach to nurture through programmes of work including Rights Respecting Schools, Renfrewshire’s Nurturing Relationships Approach, Paths Programme & GIRFEC Wellbeing tracking, all of which offer frameworks that will support the development of whole school nurturing approaches.</p> <p>Refresher training for new staff (4) in the Paths Programme (Aug 24, Feb 25)</p> <p>The Rights Knights Citizenship Group will continue to lead the journey using the UNCRC as a framework to ensure that children’s rights are considered & to ensure the school experience helps every child to feel safe, healthy, and happy.</p> <p>The Circle will be revisited to ensure that the learning environment in classrooms and the wider school is inclusive</p> <p>Who Cares Scotland lessons will be incorporated into the school curriculum. Staff will receive</p>

<p>Attendance is low for around 40% of our pupils with a high number of pupils below 90% attendance in P3, P5 and P7. Key Worker (PEF) has created relationships with families and will continue to support attendance for targeted pupils this session</p> <p>Ensuring we have robust programmes to support transitions is a priority in our learning community. Strong partnerships with the ELCC, shared campus school and third sector agencies are all essential in our drive to improve outcomes for our families. learners. New entrants will be welcomed into school and will be supported in the school community.</p>	<p>We will aim to support the 40% of pupils who are below 90% to increase attendance to above 90% by June 2025. Overall average attendance will increase to 95%. We will track closely the pupils in P3 (40%), P5 (50%) and P7 (69%) who were below 90% attendance last session.</p> <p>Relationships created during transition activities for P1 will benefit families. ELCO (PEF). Third sector agencies will continue to develop relationships with families. E.G. Family Wellbeing Services, Adult Services, ChildsmileTeam, Feis Phaislig, Community Police, School Nurse Service, Church, St Mirren</p>	<p>HGIOS for Learners part 2 Theme 1 Relationships survey results Jan 25</p> <p>HT Golden Ticket minutes – pupil evaluations and next steps (monthly) Evidence for RRS Silver Accreditation</p> <p>Rights Knights Citizenship Group minutes of meetings. Assembly activities using Global Goals & UNCRC Events planner minutes</p> <p>Attendance at Parents Evening and school events. Family and pupil surveys, workshops.</p>	<p>updates about The Promise from the Promise Keeper Children’s rights will feature highly in our school improvement agenda, with positive change being implemented in a collaborative way. Review of Health & Wellbeing curricular planning</p> <p>Health Heroes & Rights Knights Citizenship Groups leading pupil self -evaluation</p> <p>Using early intervention strategies (ELCO PEF) we will work with West Johnstone Early Learning Centre and Cochrane Castle PS to build a robust programme to support relationships with families. This will include P7 buddies, paired reading sessions, Forest School sessions October 2024 onwards.</p> <p>Shared campus termly activities to support mental health & wellbeing</p> <p>Key Worker and ELCO will support targeted groups of pupils, using RRS survey results. Supporting transitions, developing social skills & encouraging attendance (PEF)</p> <p>Golden Ticket Tea Parties (monthly)</p>
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<p>Learner participation in self-evaluation and school improvement planning is fundamental to ensuring children’s rights within the school context. Pupil voice is an area requiring support to ensure it is robust. The Young Leaders of Learning programme presents an opportunity to take the above work a step further by involving learners in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice and promoting ways that children and young people can be involved in school improvement activities in their own school.</p> <p>The YLL programme also links to the UNCRC work we are doing in school to obtain our RRS Silver Award</p>	<p>By June 2025 We will have an improved structure for the inclusion of learner voice in our self-evaluation processes.</p> <p>Young leaders will have improved leadership skills and will drive forward improvement in the school through an action plan developed by them.</p> <p>Young Leaders are confident to share practice in their school and are more familiar with the language and processes of school improvement.</p> <p>By February 2025 the next nurture principle will be embedded in daily practice. There will be an increase in staff confidence around nurture when embedding the nurture principle.</p>	<p>Local authority staff and learner pre & post YLL programme evaluation</p> <ul style="list-style-type: none"> - shows improvement in pupil leadership skills and use of evaluative language - shows improvement in collaboration and sharing good practice with other schools <p>School’s own evaluation of the programme</p> <p>Progress in school action plans following the reciprocal visits – areas for development highlighted during the visit will be addressed</p> <p>RNRA Action plan using PDSA (Plan, Do, Study, Act Framework)</p> <p>RNRA Accreditation Awards – Attained Ruby. Working towards Amethyst Accreditation by March 2025. Then work on Gold Accreditation</p> <p>HGIOS for Learners part 2 Theme 4 Our Health & Wellbeing. Using aspects of guidance</p> <p>Measures will include RNRA Core Group minutes of meetings, plans for progression, staff surveys and evaluations</p>	<p>Our YLL Team (comprising 8 P 6 learners) will attend YLL training in August 2024 along with our partner school Cochrane Castle</p> <p>Over a series of 3/4 planning meetings (online and face to face) our YLs will develop:</p> <ul style="list-style-type: none"> - a focus for the reciprocal visits from the Relationships theme in HGIOURS. - a set of questions to help them evaluate the focus during the visits. - a programme of activity for the visit to each school (Sept - Nov 24) <p>YLs will take part in reciprocal visits in January 2025 and identify:</p> <ul style="list-style-type: none"> - strengths of the focus area in each school - areas for development in each school <p>YLs will produce an action plan to take forward the areas for development within their own school. This will be led by them. (Term 4 2025 onwards)</p> <p>RNRA Training for staff from Educational Psychologist (TBC)</p> <p>RNRA Core group will consult with school community to identify next Principle to be covered (Oct 24)</p> <p>Identified children check ins with Key Worker to support mental health, attendance, readiness to learn, engagement & attainment (PEF)</p> <p>Continued development of nurture space in top corridor</p> <p>RNRA wall displays, and consistent messages displayed in classrooms</p>
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Improvement Priority 2 – Raise attainment in Literacy with a priority focus on Writing

HGIOS/HGIOELC Qis Q.I 2.3 Q.I 2.4 Q.I 3.2	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
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Rationale for change	Outcome and Expected Impact	Measures	Interventions						
<p>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.</p> <p>Achievement of a Level (ACEL) data, and teacher judgement tells us that a high % of children are not on track to achieve their expected levels in writing (Current academic session 23-24) Children not attaining P1 – 34% P2 – 27% P3 – 23% P4 – 60% P5 – 75% P6 – 31%</p>	<p>By June 25 Increase in % of children on track to achieve their expected levels in writing</p> <p>P1 - 22% (2 children)</p> <p>P4 - by 27% (3 children)</p> <p>P5 - by 25% (3 children)</p> <p>Increase the attendance of target pupils in P2, 4, 5 & 6 not achieving their expected levels in writing in session 24-25 to 90% or above by June 25.</p> <p>Teachers' confidence in implementing Talk for Writing teaching & assessment approaches to writing will improve.</p> <p>Consistency of practise across the school by March 2025</p>	<p>Teacher professional judgement/ACEL data</p> <p>Writing assessments</p> <p>Standardised assessment data including SNSA/ACEL. steps (P4 & P7 Oct 24/P1 May 25)</p> <p>Reading and writing engagement surveys</p> <p>'Cold and Hot' tasks (Talk for Writing) – 1 per unit to measure impact and progress</p> <p>Cohort Writing Trackers P1-P7 Oct 24, Jan 25, May 25</p> <p>Whole school tracker updates and analysis will measure impact/progress and identify next steps/interventions (Oct 24/Jan 25/May 25)</p> <p>IDL P1-7 progress and tracking results for spelling</p>	<p>Talk for Writing cluster leads moderate TFW progressive planner P1-P7 (Oct – Dec 24).</p> <p>TFW lead will consult with staff to ensure a shared and consistent approach to the learning, teaching, and assessment of TFW</p> <p>Planned moderation in TFW will take place with Toldholm PS. Staff will agree a focus, plan and observe and feedback.</p> <p>All teachers plan for writing experiences and planned assessments using revised TFW planning format</p> <p>Book Week Scotland shared campus activities & evaluations</p> <p>DL input daily P1 – P7 reinforcing spelling, reading & writing</p> <p>Review writing assessments to track progress and next steps</p> <p>ELCO targeted support for writing in P1 & P2 through Play Pedagogy activities (PEF)</p>						

<p>Although this will continue to be a focus across the school, there will be a specific focus in P1, P4 and P5, due to the higher % of learners not achieving at these stages.</p> <p>There is a link between pupils not achieving writing levels and gender, with a high % of boys not achieving. P1 – 100% of learners not track are boys P4 – 57% P5 – 67% This will be investigated and remedied</p> <p>We have identified a correlation between low attendance and children not attaining in writing. From the % of pupils not achieving in P2, P4, P5 and P6 attendance is an issue, with a high % of children not achieving in writing also showing attendance below 90%. P2 – 75% below 90% attendance (3 out of 4) P4 – 67% below 90% attendance (4 out of 6) P5 & P6 – 50% below 90% attendance (4 out of 8) (2 out of 4)</p>	<p>Progression planners will show progression and consistency across the school. Moderation will increase staff confidence.</p> <p>Writing Trackers will ensure consistency across the school and ensure appropriate staff have an understanding of pupil progress.</p> <p>By June 25 almost all teachers will be more confident and skilled in the teaching of fiction and non-fiction writing.</p> <p>By June 25 almost all children will demonstrate increased engagement, knowledge, and skill in the writing process.</p> <p>By June 25 almost all participating parents/carers will be more knowledgeable about writing approaches and feel more confident about supporting their child's learning at home.</p>	<p>Achievement of a level data (ACEL) to measure impact and progress (Nov 24/May 25)</p> <p>Comparator data from authority Data Dashboard</p> <p>Monthly attendance monitoring meeting with focus on any child under 90%. Action plan agreed for identified pupils with Key Worker (PEF)</p> <p>Termly review of targeted support with support for learning teacher (Sept '24/Jan '25/May '25) (PEF)</p> <p>Moderation from shared campus focus on Book Week Scotland, Cluster writing moderation (Toldholm PS), through QIF, SLT & Peer Visits</p> <p>HGIOS Pupil Focus Groups Meetings (Nov 24/Feb 25/May 25)</p> <p>Ongoing evaluation of staff confidence, understanding & progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey</p> <p>Target group writing journals</p>	<p>PT lead IOC Programme through WTA.</p> <p>SFL teacher work with targeted pupils from P1, 4 & 5 in writing (PEF)</p> <p>All teachers will use TFW exemplars, progression planners, and assessments moderated by the cluster.</p> <p>Teachers will track progress in Cohort Writing Trackers</p> <p>Key Worker work with targeted groups of children (P1, 4, 5 to increase attendance by Dec 24) (PEF)</p> <p>Support for learning team will work with targeted pupils and will meet monthly to discuss progress. (PT, CA, Teacher PEF, Key Worker) (PEF)</p> <p>Planned TFW moderation sessions and peer learning sessions will take place with Toldholm PS</p> <p>Maintaining/evaluating whole school reading spine</p> <p>Maintaining/evaluating whole school overview with resource linked units</p> <p>Establish teaching non-negotiables and ensure consistent implementation across the school</p>
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		Audit of progress using the Talk for Writing School Improvement Cycle Feedback from parents/carers via events, family learning opportunities and surveys	
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Improvement Priority 3 – To improve attainment through effective learning, teaching and assessment			
HGIOS/HGIOELC Qis 2.3 2.4 3.2	NIF Priorities	NIF Drivers	
	<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 	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>Quality improvement self-evaluation data and QI visit identified that Learning, Teaching & Assessment across the school still requires development to ensure consistency. Effective learning and teaching are essential for consistent teaching and improved attainment.</p> <p>The Improving Our Classroom Programme has supported teachers in developing their skills in using data and self-evaluation to raise attainment and improve outcomes with a focus on both the curriculum and learning and teaching.</p> <p>Tracking pupils and data analysis are the next step on the IOC journey. Staff will be supported to track attainment & interrogate data</p>	<p>By Dec 24</p> <p>All teachers effectively use AifL strategies across the curriculum to maximise children's learning. Writing attainment for targeted group will increase by 16% from 33%, of children not achieving in writing.</p> <p>Almost all children P3 – 7 will be able to identify their personal learning targets in reading, writing and numeracy.</p> <p>Almost all children in P2 – 7 will be able to say what they are learning and identify success criteria during learning visits (Nov 24, March 25)</p> <p>Almost all children P4 – 7 will be able to demonstrate examples of self and peer assessment across different areas of learning</p> <p>Almost all children P3 – 7 will articulate how feedback has improved</p>	<p>Monitoring of pupil learning experiences including peer visits.</p> <p>Pupil focus groups conversations (Oct 24, Jan 25, May 25).</p> <p>Cohort tracking in Writing</p> <p>Monitoring of children's learning targets.</p> <p>PPM Meetings (Oct 24, Dec 24, Feb 25, May 25)</p> <p>HIGIOS for Learners Part 2 Theme 2 survey results.</p> <p>Evidence and self -evaluation data to support increase in grading QI 2.3 Good to Very Good.</p> <p>SLT/Peer learning visits will identify the effective use of strategies and any areas for further development (Nov 24, March 25)</p>	<p>Signpost staff to CPD Programme for training opportunities.</p> <p>IOC Programme will revisit effective use of learning intentions, success criteria, questioning, differentiation & feedback.</p> <p>Targeted Intervention Groups will be identified by class teachers & SFL teacher. A focus on an area of highly effective practice will lead to an increase in writing attainment for target pupils (PEF)</p> <p>Support staff will engage in relevant professional learning on IS training days</p> <p>Ensure all staff aware of Assessment Calendar and QI Calendar. (IS Day Aug 24)</p> <p>Principal Teacher will continue to lead delivery of the IOC Programme and will equip teaching staff with the tools and strategies to deliver a consistent approach to learning, teaching & assessment through the effective use of learning intentions, success criteria, questioning, differentiation & feedback</p> <p>Class teachers will track pupils using cohort trackers. They will interrogate data and will lead</p>

	<p>their learning and supported next steps</p> <p>Digital platform Class Dojo practice will be consistent across the school communicating with families</p>	<p>Pupil learning targets consistent practice P2 – P7</p>	<p>targeted intervention groups which will focus on a feature of highly effective practice to increase attainment in writing. Time will be given on each of the Inset training days.</p> <p>Teaching staff development of classroom environment to support IOC strategies, consistent across P1 – P7.</p> <p>Peer visits moderation</p> <p>HGIOS for Learners Part 2 Theme 2 implementation and survey to gauge pupil progress</p> <p>IOC training WTA calendar</p> <p>Data scrutiny included in WTA calendar</p>
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