



Wallace Primary School

School Improvement Plan 2024/25

Planning framework

As part of Children's Services, Wallace Primary School and ELCC 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 →

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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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Vision – Happy Together. Learning Together. Succeeding Together.

Values – Ambition Kindness Honesty Respect

Aims

We aim to provide a broad spectrum of educational opportunities for all pupils by:

- Providing a curriculum consistent with National and Local Authority guidelines which is broad, balanced, coherent and progressive
- Enabling all pupils to achieve a standard of achievement which is appropriate to age, attitude and ability
- Providing learning, teaching and assessment procedures which take account of the needs of all pupils and the views of their parents
- Providing effective support for all pupils to meet their educational, pastoral, personal and social needs
- Promoting an ethos of equality, fairness and achievement which respects and values all members of the school community
- Supporting effective learning and teaching by providing high quality, appropriate and well organised resources within the budget that is devolved to the school
- Improving school effectiveness through using efficient systems for delivering, monitoring and self-evaluation operated by all members of the staff team led by the Head Teacher

Who did we consult?

Who did we consult?

To identify our priorities for improvement, we sought the views of Wallace Primary and ELCC. We used a variety of methods of getting the views of those who are involved in the life and work of Wallace Primary and ELCC such as

<p>Pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing participation by pupils in school committees <input type="checkbox"/> Monthly Pupil Voice sessions <input type="checkbox"/> Formal and informal discussions about life of the school <input type="checkbox"/> Pupil Learning Conversations by SMT in classes <input type="checkbox"/> Pupil profiling through SeeSaw <input type="checkbox"/> Regular use of learning conversations to review individual progress in review of the week. <input type="checkbox"/> Pupil Council meetings <input type="checkbox"/> Special focus evaluations, for example Home learning <input type="checkbox"/> Tracking wellbeing through Glasgow Motivation and Wellbeing Profiling tool <input type="checkbox"/> How Good is OUR School self-evaluation at Pupil Voice assemblies 	<p>Parents :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parental questionnaires <input type="checkbox"/> Annual pupil reports <input type="checkbox"/> Parent Evenings – discussion of pupil’s progress, twice a year <input type="checkbox"/> Parent Council meetings <input type="checkbox"/> Class open afternoons and feedback, both formal and informal <input type="checkbox"/> Website and Twitter <input type="checkbox"/> Consultation stalls at parents evening and voting tubs <input type="checkbox"/> Parent meeting in September to ‘Meet the Teacher’ <input type="checkbox"/> Consultation on new policies – e.g. Relationships Policy
<p>Staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff meetings / In service days / Curriculum Development Sessions <input type="checkbox"/> Use of HGIOS and HGIOELC for self-evaluation and regular use at staff sessions <input type="checkbox"/> Review and update policies and practices <input type="checkbox"/> Participation on working parties <input type="checkbox"/> Individual Forward Plan feedback/Target Setting/ Monitoring feedback <input type="checkbox"/> Extended support team, transition and interagency meetings <input type="checkbox"/> Formal and informal individual discussions about any concerns <input type="checkbox"/> Individual Professional Review and Development and Professional Update meeting 	<p>Partners:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Educational psychology attending TAC meetings and supporting school improvement priorities through service level agreement. <input type="checkbox"/> Regular meetings with SDO regarding budgets and funding <input type="checkbox"/> Active schools staff participation and support in school improvements through formal and informal methods. <input type="checkbox"/> Regular consultation with community council through meetings with HT, chairperson attending Parent Council meetings and HT attending Community Council meetings. <input type="checkbox"/> Local Authority Inclusion Network to explore inclusive strategies

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

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

How we will 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:

Monitoring and Evaluation of pupils' learning is an on-going process throughout the year by using the following methods:

- Forward Plan monitoring in school and ELCC with evaluations, consultation and feedback to staff.
- Pupils' work – looking at sample jotters/ workbooks/learning profiles in a variety of subject areas throughout the year with feedback to staff.
- Class and ELCC visits in various subject areas to monitor pupil's learning experiences and interaction with staff and other pupils.
- Learning conversations with pupils across the school and ELCC to evaluate their learning and their understanding of their strengths and next steps and the impact of school improvements.
- Range and variety of assemblies where pupils show and explain a wide variety of very good work across the curriculum, this includes achievements attained out with school.
- Evaluation of PEF interventions with clear targets and measurable success criteria.
- Using our newly developed tracker system we will rigorously track attainment, achievement and wellbeing for all pupils.
- Use Early Level Progression Tool to assess progress in the ELCC.
- Wider achievement tracker utilised effectively across the school.

Assessment and Moderation

- Implementation of the SNSA assessments at Primary 1, 4 and 7.
- ASN meetings as part of tracking with Depute Head Teachers with each teacher and ELCO, taking place twice throughout the year to look at pupils' progress and discuss any possible concerns.
- A variety of forms of summative and formative assessments, including running records, STAR reading tests, yearly standardised spelling test along with classroom/playroom observations and practices. Information is used to identify progress and monitor pace of learning as a child progresses throughout their primary school years.
- We will be moderating in writing across the school to support implementation of Talk for Writing.
- Introduction of an assessment policy and calendar.

Attendance / Late-coming

- On a daily basis, any unexplained absences are followed up by a text, then a phone call to parents /carers. Home visits will be conducted if appropriate.
- Attendance in the school is monitored by the Head Teacher on a monthly basis for absence and late coming. This will be extended to the ELCC next year.
- Concerns are raised with parents when appropriate.

Overall we have continued to develop and evaluate the systems we have in place for monitoring and tracking all areas. We will continue to further build upon and develop these, next session.

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 – Inclusion and wellbeing (SCHOOL and ELCC)

HGIOS/HGIOELC QIs 1.5 2.4 3.1 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 <ol style="list-style-type: none"> 1. School and ELCC Leadership 2. Teacher and Practitioner Professionalism 3. Parent / Care Involvement & Engagement 4. Curriculum and Assessment 5. School and ELCC Improvement 6. Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Who Cares Scotland are working in partnership with Renfrewshire Council to create more supportive, understanding, care-aware communities. This is in response to the Morgan Report and the Council commitment to the Promise.</p> <p>Wallace staff have indicated that there is a need for deeper knowledge and professional development in this area to ensure knowledge is current and whole school practice is inclusive.</p>	<p>By June 2025, almost all teachers have confidently delivered the lessons, particularly supporting care experienced pupils.</p> <p>By June 2025, all pupils have developed their knowledge of Care Experience and developed empathy towards their care experienced peers.</p> <p>By December 2024, all staff will adopt simplified nurturing language in line with new policy.</p>	<p>Staff engagement in Professional Learning.</p> <p>Increase in use of appropriate terminology linked to new policy. This will be apparent in classroom observations and school culture. The school community will also have an awareness of this shift to inclusive language and this will be evidenced in parent/carer surveys.</p> <p>Improvements in staff knowledge of care experience is evident from self-evaluation data of HGIOS4 3.1.</p>	<p>Terminology will be adapted to ensure it is inclusive of care experienced learners in line with Renfrewshire's Care Experienced Language Policy i.e. Parents' Evening will be renamed Pupil Progress Evening. (August 2024)</p> <p>Who Cares Scotland lessons will be added to the Health and Wellbeing programme. (August 2024)</p>

<p>The GIRFEC refresh agenda is a national priority and initially led to SLT training. Inconsistent approaches to planning for staged intervention across Renfrewshire led to Early Adopter trial and full authority roll out.</p> <p>Supporting all children to be emotionally regulated, included and ready to learn continues to be high priority at Wallace. Self evaluation highlighted an increase in children with communication difficulties and a few of our pupils continue to show dis-regulated and distressed behaviour.</p>	<p>By June 2025, there will be improved transitions for pupils with ASN including nursery to primary, stage to stage, primary to secondary and change of establishment within Renfrewshire.</p> <p>By June 2025, there will be improved transfer of information and multi-agency collaboration across the authority.</p> <p>By June 2025, all staff across school and ELCC to be equipped with enhanced knowledge and skills to meet the needs of all learners.</p> <p>By June 2025, all teaching staff and ELCOs will be confident in target setting within child's plans.</p> <p>By October 2024, through tracking using our wider achievement tracker every pupil will have an extra-curricular opportunity and an opportunity for a wider personal achievement.</p> <p>By December 2024, parents/carers will have an understanding of the child's planning documentation and staged intervention levels.</p> <p>NVR parent group hosted at Wallace will support parents/carers across the local authority in developing positive routines at home in line with school strategies to support dysregulated learners.</p>	<p>Staff self-evaluation and SLT monitoring reflects impact and positive change following training in our commitment to promoting effective and inclusive practice in:</p> <ol style="list-style-type: none"> 1. The environment (physical and social) 2. Routines and structures 3. Motivation 4. Skills <p>Recognition of successful RNRA implementation in RNRA Ruby Award.</p> <p>Increased staff awareness of the Cognitive Behavioural Therapy Approach to supporting children with anxiety and displaying dysregulated behaviours.</p>	<p>Child's plans moderation sessions will take place with SLT support and guidance termly.</p> <p>Time will be set during each in-service day to support staff confidence in completing child's planning documentation.</p> <p>Information relating to the staged intervention process will be factored into all parent workshops (e.g. Meet the Teacher, ELCC induction) to raise awareness of practice supporting ASN in Renfrewshire.</p> <p>All staff refresher trained in CIRCLE and Up, Up and Away resource and approaches. (October 2024) This will develop staff confidence and competence in use of the resource and ensure active use of the associated tools are embedded in practice.</p> <p>RNRA core group led by DHT to continue to develop RNRA approaches focussed on NVR strategies.</p> <p>All teaching and support staff will be trained in NVR level 1 and 2 by the Educational Psychologist (October 2024 – February 2025)</p> <p>Further develop use of wider achievement tracker and targeted interventions to ensure all children have meaningful wider achievements across the school and ELCC.</p> <p>Educational Psychologist to lead NVR parent groups.</p> <p>All school and ELCC to be introduced to the Cognitive Behavioural Therapy approach to supporting children. (February 2025)</p> <p>HWB Champion to attend Cognitive Behavioural Therapy Course. (October 2024)</p>
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<p>United Nations Convention on the Rights of the Child (UNCRC) is incorporated into Scots Law and educating children about their rights remains a council and school priority.</p> <p>Wallace Primary and ELCC achieved the Bronze 'Rights Committed' Award in December 2023. Further development is required as an establishment to achieve Silver Accreditation.</p> <p>To raise awareness of LGBTQ+ inclusive practice.</p> <p>There is scope to further develop practice in gathering pupil voice to influence positive change across the establishment. A 2023/34 pupil survey indicated that less than half of pupils surveyed felt they do not frequently have a say in their learning and school improvement.</p>	<p>By June 2025, almost all children will see themselves as rights respecting global citizens and advocates for fairness and children's rights both locally and globally.</p> <p>By October 2024, LGBTQ+ inclusion for staff, families and children is improved and equality and diversity are a priority.</p> <p>By June 2025, a group of P6-7 will have engaged with Education Scotland's Young Leaders of Learning programme and have contributed to next year's school improvement plan and Standards and Quality report.</p> <p>By June 2025, all ELCC children will have had the opportunity to influence and direct change in their learning environment.</p>	<p>Rights Respecting Schools Silver award received.</p> <p>Learning Conversations and Pupil Voice activities demonstrate pupil awareness and understanding of UNCRC.</p> <p>School is awarded LGBTQ+ Bronze charter.</p> <p>Robust engagement with How Good Is OUR School – focus group will be able to explain their valuable role in school improvement planning.</p> <p>Pre and post evaluation for staff and pupils taking part in YLL.</p> <p>ELCC observations and floor book monitoring will indicate greater purposeful learner voice opportunities.</p>	<p>Principal Teacher and ELCC practitioner lead implementation of the Silver action plan.</p> <p>Rights Respecting Schools pupil groups across the school and ELCC lead activities throughout the year in vertical learning experiences.</p> <p>Continue to embed through meaningful curricular links and assemblies that reinforce the Rights of the Child.</p> <p>DHT leads work towards LGBTQ+ charter. LGBTQ+ awareness raising with pupil.</p> <p>Pupil focus group to collaborate with cluster school focus group and lead sessions throughout the session. Yls will take part in reciprocal visits in January 2025 and identify: - strengths of the focus area in each school - areas for development in each school</p> <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>ELCOs will lead learner focus group sessions in the ELCC to ensure their voice is influencing their environment where appropriate and directing priorities for the following session.</p> <p>ELCC staff development in the theory and practice of voice in early childhood led by the DHT.</p>
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Improvement Priority 2 – Learning, Teaching and Assessment - FOCUS: Assessment and Differentiation (SCHOOL AND ELCC)

Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>HGIOS/HGIOELC QIs 2.3 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> <ol style="list-style-type: none"> 1. School and ELCC Leadership 2. Teacher and Practitioner Professionalism 3. Parent / Care Involvement & Engagement 4. Curriculum and Assessment 5. School and ELCC Improvement 6. Performance Information 		
<p><i>"Assessment is integral to the planning of learning and teaching. A variety of assessment approaches can be used to allow children and young people to demonstrate knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum."</i> Assessment in the BGE update 2020/21, Education Scotland</p> <p>Through quality assurance we have identified a need for a review of assessment to ensure well-designed, high-quality assessment is embedded into planning.</p> <p>Professional dialogue with staff has shown that there is a need for a clear framework on how progress and achievement is assessed, tracked and monitored.</p> <p>Research, evidence and academic literature indicate robustly that improved attainment correlates with effective feedback. Quality assurance visit feedback has indicated a need to develop formative assessment approaches. Developing a culture of formative assessment will enhance consistency in effective feedback across the school.</p> <p>Professional dialogue with the ELCC team has indicated that there is need to develop ELCC staff confidence in robust analysis of the Early Years Progression Tool.</p>	<p>By June 2025, a new assessment policy is in place along with a calendar to support teacher and ELCO confidence.</p> <p>By June 2025, almost all teachers and ELCOs will use assessment effectively to inform planning for high quality learning and teaching and to inform next steps.</p> <p>By June 2025, almost all teachers and ELCOs will be consistently using Assessment for Learning strategies within their teaching.</p> <p>By June 2025, most children will feel confident in their next steps through the use of effective feedback.</p> <p>By June 2025, almost all teachers will make effective use of the benchmarks to ensure effective assessment is taking place.</p> <p>By June 2025, almost all ELCOs will indicate increased confidence in analysing data and associated trends using the Early Years Progression Tool.</p>	<p>Completion of the West Partnership Assessment self-evaluation toolkit with teacher staff will record progress identifying strengths and next steps.</p> <p>Teacher surveys will indicate increased confidence in using assessment effectively.</p> <p>Minutes of attainment meetings will record increased teacher confidence when discussing whether a child is on track.</p> <p>Attainment data will be robust and teachers and ELCOs will be able to justify their judgement using assessment data.</p> <p>Evidence of AifL will be seen through learning visits, jotters, teacher dialogue and pupil voice.</p> <p>Evidence of AifL will be seen across the playroom and floorbooks in the ELCC.</p> <p>There will be clearer pathways of assessment across early level into first.</p> <p>Learning conversations with pupils will demonstrate that they know what their next steps are.</p> <p>Increased confidence in analysis of Early Level Progression Tool across the ELCC evidenced through staff evaluations.</p>	<p>Utilise the West Partnership Assessment and Moderation Toolkit to audit our current practice and support next steps.</p> <p>All teaching and support staff will participate in a full day high quality professional learning session led by the Shirley Clarke Assessment is for Learning organisation. (August 2024)</p> <p>Creation and implementation of revised assessment policy and calendar in the school and ELCC. (June 2025)</p> <p>Focus groups will capture stakeholder voice.</p> <p>Planned collegiate sessions on assessment and assessment for learning for school and ELCC staff as well as utilise CLPL offered outwith the school. Planned collegiate sessions will provide opportunities for moderation.</p> <p>Review of current tracking systems in place and implementation of revised systems.</p> <p>Review of school tracking and tracking meetings to ensure teachers can confidently utilise and analyse data to inform teaching and learning. Teaching staff will be provided with an updated tracking meeting agenda and data proforma.</p> <p>Targetted small group interventions to support learning and achievement will take place across the ELCC. This will be supported by purposeful CLPL in both literacy and numeracy demonstrating successful models of targetted intervention.</p> <p>Updated target setting system will be introduced and shared with parents in line with the Early Years Progression Tool.</p>

Improvement Priority 3 – Learning, Teaching and Assessment - FOCUS: Talk for Writing

HGIOS/HGIOELC Qis

2.1
2.3
3.2

NIF Priorities

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

NIF Drivers

1. School and ELCC Leadership
2. Teacher and Practitioner Professionalism
3. Parent / Care Involvement & Engagement
4. Curriculum and Assessment
5. School and ELCC Improvement
6. Performance Information

Rationale for change	Outcome and Expected Impact	Measures	Interventions												
<p>Teacher professional judgement (ACEL)/SNSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing.</p> <p>Following implementation of the Talk for Writing programme across the school and ELCC we have seen increased engagement and children reporting that they feel more confident in writing, however data shows that attainment levels remain below 90% at most stages and below 80% at P4 and P7.</p> <p>Furthermore, the attainment gap is most prevalent across writing with children living in SIMD 1-3 attaining 4% less than those in higher deciles. Additionally, a greater gap is prevalent using the FME and clothing gap metric whereby those entitled to FME and clothing grant attain 37% less than those who are not entitled. Learners targetted through learning support in writing are included in our maintenance and aspirational aims to ensure targetted support enabled through PEF can be evidenced and impact demonstrated.</p>	<p>By June 2025, in line with aspirational targets, year groups will demonstrate increase in teacher judgement writing data:</p> <table border="1" data-bbox="752 608 943 935"> <tbody> <tr> <td>P2</td> <td>81-89%</td> </tr> <tr> <td>P3</td> <td>89-95%</td> </tr> <tr> <td>P4</td> <td>80-84%</td> </tr> <tr> <td>P5</td> <td>78-80%</td> </tr> <tr> <td>P6</td> <td>83-85%</td> </tr> <tr> <td>P7</td> <td>77-82%</td> </tr> </tbody> </table> <p>By June 2025, there will be evidence of narrowing the poverty-related attainment gap using percentage points. Targetted intervention through PEF will lead to a 16% (8 children across P1-7) improvement in attainment across the school linked to the FME and clothing grant metric in writing - closing the attainment gap from 37% to 21%.</p> <p>By June 2025, almost all teachers and ELCOs will be more confident and skilled in the learning and teaching of fiction and non-fiction writing. Almost all support staff are more confident</p>	P2	81-89%	P3	89-95%	P4	80-84%	P5	78-80%	P6	83-85%	P7	77-82%	<ul style="list-style-type: none"> • Teacher professional judgement/ACEL data • Writing assessments – formative in class using TFW toolkits and summatively assessed by Scottish Writing Criteria. • Standardised assessment data including SNSA/ACEL • Pupil learning conversations (individual target setting, pupil voice assemblies). • Class formative assessment • Levels of staff engagement with CLPL • Working/focus/support group minutes - school/cluster/authority level • Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey • Tracking and monitoring meetings • Peer class visit feedback • Learner feedback - target group • Target group writing journals • Evidence of writing opportunities in all zone floorbooks and learning profiles in the ELCC • Pupil writing engagement surveys • Stage, whole school and cluster moderation activities • Audit of progress using the Talk for Writing School Improvement Cycle 	<p>Provision of ongoing professional learning for all teaching and support staff in the Talk for Writing 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>Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties). Local authority literacy lead will deliver training in shared writing and non-fiction texts. (September - December 2024).</p> <p>All classes in the school and ELCC will undertake 4/5 projects across the session.</p> <p>Focus on CLPL 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 and develop confidence in differentiation approaches through shared writing. (September – December 2024)</p> <p>Clear expectations for teaching staff on the delivery of Talk for Writing will be shared and updated regularly to reflect the school journey.</p>
P2	81-89%														
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P5	78-80%														
P6	83-85%														
P7	77-82%														

<p>Teacher confidence in using the benchmarks to inform their assessment of writing is inconsistent across the school. There is a need to ensure all teachers are confident at using the benchmarks in line with writing assessment approaches.</p> <p>Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is required on implementation of the approach across the school (and ELCC) to ensure a consistent, evidence-based approach to writing across the school and maximise the impact on pupil engagement and attainment.</p> <p>In the ELCC, staff have identified a need to develop the use of mark marking across all zones and enhance the use of non-fiction text.</p> <p>Progression tool data indicates a need to further develop early literacy and phonics development across the ELCC.</p>	<p>and skilled in providing in-class support for writing.</p> <p>By June 2025, practitioner judgement in the ELCC will improve and staff will be more confident when assessing Literacy measures within the Early Level Progression Tool.</p> <p>By June 2025, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By March 2025, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages, from the ELCC to P7, using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p> <p>By June 2025, mark making will be embedded across all zones in the ELCC and all learners will have been exposed to non-fiction texts.</p> <p>By June 2025, there will be a 10% increase in phonics related literacy measures on the Early Years Progression Tool.</p> <p>By June 2025, we will see a 5% increase in the average percentage of literacy measures achieved on the Early Years Progression Tool.</p>	<ul style="list-style-type: none"> • Feedback from parents/carers via events, family learning opportunities and surveys • RAG rating the Talk for Writing ‘non-negotiables’ collaboratively with teaching and support staff. • Early Years Progression Tool • Project leadership team 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. 	<p>Creation of an updated operational plan, by October '24, for implementation of the Talk for Writing approach</p> <p>All teaching staff will be familiar with the Talk for Writing ‘Planning, Progression and Assessment’ overviews and will use these to plan learner experiences in line with CfE and inform professional judgements on pupil progress. (September 2024)</p> <p>Interventions in writing delivered through PEF funding to increase staffing allocation, focussed on raising attainment across target groups. There are 24 stretch aim target pupils across P2-7 who will be receive targeted intervention with a view to being on track by the end of session 23-24.</p> <p>Targetted support groups in ELCC will focus on mark making across zones.</p> <p>Staff CLPL opportunities linked to Jolly Phonics in the ELCC. (October 2024)</p> <p>Introduction of a non-fiction Talk for Writing project in the ELCC. (September 2024)</p>
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