Wallace Primary School and ELCC

School and ELCC Improvement Plan

2025/26

Planning framework

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

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 |

Our Vision, Values and Aims

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?

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

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Pupils:

☐ Ongoing participation by pupils in school committees

☐ Monthly Pupil Voice sessions

☐ Formal and informal discussions about life of the school

☐ Pupil Learning Conversations by SMT in classes

☐ Pupil profiling through SeeSaw

☐ Regular use of learning conversations to review individual progress in review   of the week.

☐ Pupil Council meetings

☐ Special focus evaluations, for example Home learning

☐Tracking wellbeing through Glasgow Motivation and Wellbeing Profiling tool

☐How Good is OUR School self-evaluation at Pupil Voice assemblies

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Parents/Carers :

☐ Parental questionnaires

☐ Annual pupil reports

☐ Pupil Progress Evenings – discussion of pupil's progress, twice a year

☐ Parent Council meetings

☐ Class open afternoons and feedback, both formal and informal

☐ Website

☐ Consultation stalls at parents evening and voting tubs

☐ Parent/carer meeting in September to 'Meet the Teacher' – format altered to promote parent/carer engagement through purposeful open afternoon activities.

☐ Consultation on new policies – e.g. Relationships Policy

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Staff:

☐ Staff meetings / In service days / Curriculum Development Sessions

☐ Use of HGIOS and HGIOELC for self-evaluation and regular use at staff sessions

☐ Review and update policies and practices

☐ Participation on working parties

☐ Individual Forward Plan feedback/Target Setting/ Monitoring feedback

☐ Extended support team, transition and interagency meetings

☐ Formal and informal individual discussions about any concerns

☐ Individual Professional Review and Development and Professional Update meeting

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Partners:

☐ Educational psychology attending TAC meetings and supporting school improvement priorities through service level agreement.

☐ Regular meetings with SDO regarding budgets and funding

☐ Active schools staff participation and support in school improvements through formal and informal methods.

☐ Regular consultation with community council through meetings with HT, chairperson attending Parent Council meetings and HT attending Community Council meetings.

☐ Local Authority Inclusion Network to explore inclusive strategies

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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.

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.

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 – Learning, Teaching and Assessment: FOCUS – Improving Our Schools West Partnership Programme (School and ELCC)			

Rationale for change	Outcome and Expected Impact	Measures	Interventions
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 reading and writing. Practitioner judgement in the ELCC indicates a gender gap in attainment across all measures with girls outperforming boys. The West Partnership Improving Our Schools programme is being introduced in our primary school to drive forward improvement in attainment, equity, and wellbeing by enhancing the quality of learning, teaching, and leadership. This programme aligns with our commitment to delivering high-quality education and ensuring all learners reach their full potential. **Identified Barriers Through Data and Self-Evaluation** Through analysis of our quantitative and qualitative data, alongside ongoing self-evaluation activities, we have identified the following barriers:	We will see measurable improvements in learners' attainment, engagement, and confidence, particularly among those most at risk of underachievement. While the specific curricular focus in reading is yet to be identified, our improvement efforts will centre on raising attainment and closing the equity gap through enhanced learning and teaching on a specific curricular area and targeted support. **Target Change and Measures** • Improvement in Attainment: We aim for a **20% increase** in the number of learners achieving expected levels (*Intervention group identified as high potential to be on track with intervention*) in literacy and/or numeracy within the identified curricular area (to be confirmed).	We will know the change is an improvement if we see clear, measurable progress in learner outcomes, particularly for our identified target groups. Improvement will be evident through: • Increased attainment in specific curricular area (reading) identified in Term 1 through IOS. • A narrowing of the attainment gap between most and least advantaged learners – 12% reduction across reading attainment data (9 learners). • Greater learner engagement and participation in lessons • Improved learner confidence and wellbeing. • More consistent and high-quality learning, teaching, and assessment practice across the school.	**Engagement of all staff across the establishment in the IOS framework** which has been built into the working time agreement and focus of CLPL calendar for all staff this session. The SLT will engage in professional discussion and act upon advice from the West Partnership Leads through participation in visits and planned meetings. Staff will engage in CLPL linked to Renfrewshire's new Learning and Teaching Policy Framework – *The Renfrewshire Way.* **Calendar of CLPL** (in-service, collegiate activities, professional reading and working parties) will be implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate. **What we plan to do:** We plan to implement a coordinated improvement programme for the school and ELCC focused on enhancing learning, teaching, and leadership practices, targeted interventions for learners who require support to meet CfE targets and

- **Attainment Gaps**: Data indicates a gap in literacy and numeracy outcomes, particularly for pupils from SIMD 1–3 backgrounds and those with additional support needs. Data indicates a 24% in reading attainment gap in reading across P1-P7.

- **Consistency in Teaching and Assessment**: Self-evaluation and quality assurance activities highlight variability in the consistency and quality of learning, teaching, and assessment across stages and classes.
- **Engagement and Participation**: Self-evaluation has identified greater opportunities for family learning albeit parent/carer engagement is high – 150 positive responses in parent/carer annual survey.
- **Wellbeing Concerns**: Wellbeing surveys and teacher observations show increased levels of anxiety and reduced resilience in some learners, impacting participation and progress.

What Our Self-Evaluation Is Telling Us
Our use of *HGIOS?4* (How Good Is Our School?), the Quality Assurance Framework for Early Learning and Childcare and professional reflection indicates that while there are strengths in our nurturing ethos and positive relationships, we require more systematic approaches to tracking and monitoring progress, planning interventions, and ensuring high-quality pedagogy is

Current Reading data – June 2025:

P1: 89%
P2: 83%
P3: 77%
P4: 84%
P5: 76%
P6: 81%
P7: 83%

June 2025 – Attainment gaps in reading
P1: +5% (30% - 14 pupils/70% - 42 pupils)
P2: -18% (30% - 13 pupils/70% - 47 pupils)
P3: -19% (30% - 10 pupils/70% - 34 pupils)
P4: -39% (30% - 6 pupils/70% - 45 pupils)
P5: -27% (30% - 16 pupils/70% - 42 pupils)
P6: -26% (30% - 7 pupils/70% - 36 pupils)
P7: -42% (30% - 12 pupils/70% - 38 pupils)

Target Group
Our primary target group includes:
- Learners living in SIMD 1–3
- Learners with additional support needs
- Learners not currently on track to achieve expected levels

Improvement will be judged not only by outcomes but also by the sustainability of the change; whether it becomes embedded in everyday practice and is recognised by learners, staff, and families.

We will use a combination of **quantitative and qualitative data** to measure progress and impact:

Attainment Data

ELCC:

IOS framework to review attainment data, moderation, assessment processes and target setting.

Early level progression tool.

School:

SNSA results (P1, P4, P7)

Teacher professional judgements (CfE levels)

Standardised assessments (where used)

Equity Monitoring

Breakdown of attainment data by SIMD, FME, ASN and Gender.

strengthening collaborative approaches within the school and outwith.

Key actions include:
- **Identify and develop a clear curricular focus** informed by ongoing data analysis.
- **Implement evidence-based teaching strategies** tailored to close attainment gaps and boost engagement.
- **Use robust tracking and monitoring systems** to identify learners' needs early and target support effectively.
- **Enhance professional learning opportunities** for staff, with a focus on pedagogy, assessment, and equity.
- **Strengthen learner voice and family engagement** to support wellbeing and participation.
- **Foster collaborative working** within the school and with other schools in the West Partnership to share effective practice and resources.
- **Review P1-3 book banding** resources
- **Analyse reading data** in greater depth using Accelerated Reader.
- **Deliver targeted support** for identified learners - **PEF**

Evidence-Informed Approaches
Research and best practice highlight several approaches effective in improving outcomes and reducing inequality:
- **High-quality formative assessment and feedback** to support learning progression (Black & Wiliam, 1998; Dylan Wiliam). Embedding formative assessment strategies helps teachers identify learning gaps in real time and adjust teaching accordingly, which has a strong positive impact on attainment.

embedded consistently. Staff are committed but would benefit from more structured collaborative professional learning and opportunities to share effective practice.

Where the Gaps Are

- **Equity of Achievement**: Gaps remain in closing the poverty-related attainment gap.
- **Professional Learning and Leadership**: There is a need to strengthen leadership at all levels and develop more focused professional learning linked to school priorities.
- **Pupil Voice and Participation**: Opportunities for children to lead their learning and contribute meaningfully to school improvement can be built upon next session following the successful first year of the YLL programme.

The Improving Our Schools programme provides a structured framework for the school and ELCC and external support to address these gaps, further build staff capacity and empowerment, and support sustained, evidence-informed improvement across the school.

Narrowing the Attainment Gap: For identified groups, particularly those in SIMD 1–3 and learners with additional support needs, we aim for a **12% reduction (learners)** in the attainment gap between these pupils and their peers.

ELCC:
84% of learners achieving all literacy measures in the ELCC. ELCC attainment in literacy indicates there is no attainment gap with learners in SIMD attaining 10% higher. (5 learners in SIMD 1-3 and 26 in SIMD 4-10).

ELCC: Close the gender gap in attainment:
Literacy – reduction of 5-10%
Numeracy – reduction of 5-10%
HWB – reduction of 5-10%

- **Clear improvement in learning & teaching within one identified area of highly effective practice (to be identified through IOS in October 2025)**
  - Differentiation
  - Effective Questioning
  - Feedback
  - Learning Intentions & Success Criteria
  - Metacognition
  - Creativity

- **Increased Engagement**: An increase in targeted learner

Tracking data for targeted interventions

Engagement and Participation

Learner engagement data from classroom observations and teacher feedback

Learner voice (focus groups, surveys)

Attendance data

Wellbeing and Inclusion

SHANARRI indicators and wellbeing surveys/analysis

Classroom environment checklist

Quality of Learning and Teaching

Self-evaluation using *HGIOS4* QIs

Learning visits and peer observations of whole class lessons and TIG group interventions

Staff reflection and professional dialogue

Feedback from parents/carers and learners

Increased parental knowledges of approaches to curricular area e.g.

- **Metacognitive and self-regulated learning strategies**, which teach pupils how to plan, monitor, and evaluate their own learning, supporting independence and improving achievement (Hattie, 2009; Dunlosky et al., 2013).
- **Explicit vocabulary instruction** to improve language acquisition and reading comprehension, particularly for learners from disadvantaged backgrounds (Beck, McKeown & Kucan, 2013).
- **Meta-skills target setting -** Research highlights that explicitly developing metaskills such as problem-solving, creativity, and self-management supports learners to transfer knowledge across contexts and prepares them for life and work (Skills Development Scotland, 2018). By introducing target setting through vertical learning groups, pupils engage in mixed-age activities that promote collaboration, peer learning, and leadership, enabling them to reflect on their progress and deepen their understanding of metaskills in authentic contexts.
- **Collaborative professional learning communities (PLCs)** to build teacher capacity and share effective strategies.
- **Nurturing approaches and wellbeing support** to create safe, inclusive environments that enhance readiness to learn.
- **Data-informed decision making** to monitor progress and adapt teaching.
- **Practitioner moderation** of assessment approaches to ensure high quality judgement and increased confidence.
- **Parental engagement initiatives** that support learning beyond the classroom.

	engagement, measured through learner voice activities, classroom observation, and wellbeing indicators. Reader engagement surveys will be utilised also. **Timeline** We aim to achieve these improvements by June 2026, allowing time for focused intervention, capacity building, and tracking of impact over a sustained period. The West Partnership programme will support us in developing the systems, practice, and professional collaboration needed to deliver these outcomes, even as we continue to refine our curricular focus based on further data and consultation.	parent/carer session on reading approaches at Wallace. We will analyse data termly and use it to inform next steps, ensuring any interventions are data-informed, targeted, and responsive.	

Improvement Priority 2 – Inclusion and wellbeing (SCHOOL and ELCC)

Rationale for change	Outcome and Expected Impact	Measures	Interventions
Staged Intervention Planning In June 2025, 38% of our learners in the school and in ELCC (155 children) have a child's plan in line with Renfrewshire's Staged Intervention Framework. The number of children with additional support needs is increasing (24 % increase from previous year) and interventions are required to be recorded accurately. To ensure children are able to access the curriculum, make progress in their learning and attainment and achieve their potential, it is essential that barriers to learning are identified, that appropriate interventions are implemented and their effectiveness monitored regularly.	Staff self-evaluation and reflections will show impact and positive change following training in our commitment to promoting effective and inclusive practice. Ongoing staff training in ASD, ADHD, sensory processing, communication difficulties and dyslexia increases staff confidence and expertise, ensuring that learning is accessible, barriers are reduced, and children's wellbeing, participation and attainment are maximised. By June 2026, there will be consistency in the style of visuals used across the nursery and school. By June 2026, all staff will utilise the Wallace environment checklist combined with CIRCLE approaches to ensure staff are confident our environment supports all learners. By December 2025 staff will indicate increased confidence in the	• Single/multi-agency child plans (support plans) will show that most children identified through the staged intervention framework are making progress and will detail individual targets • Minutes of attainment and inclusion meetings • Targets in children's support plans will be evaluated and reviewed regularly • Daily/monthly attendance report • Wellbeing surveys completed biannually by children • Parent/carer questionnaires • Team Around the Child (TAC) minutes and Multi-agency Child Plan minutes (MACPM) • Learning conversations and reflective learning conversations • Staff confidence surveys/evaluations of CLPL	Moderation of child's plans and the use of SMART targets. Timelines for review and update of single/multi-agency plans will be factored into the assessment policy framework. Teacher involvement in TAC meetings. In order to support children to regulate their behaviour, pupil leaders will facilitate lunch time clubs e.g. Lego club, reading buddies, outdoor games group etc. The care experienced young person's policy of vocabulary will be added as an expectation to child's planning.

	single/multi-agency child's plan process. As staff apply increased confidence in the child's plan process and SMART targets, children will experience more personalised and coherent support, leading to improved participation, progress, and wellbeing outcomes.		
Renfrewshire's Nurturing Relationships Approach The importance of positive and trusting relationships has been the foundation for improvement last session. Although staff recognised the efforts to provide a nurturing and supportive learning environment for children and families, it was also agreed that a more consistent approach, including shared language informed by NVR training and strategies would be beneficial; particularly in supporting children displaying more challenging behaviour. Wallace has been awarded Jade level in RNRA, "Environment offers a safe base." Self-evaluation and collaboration with our Educational Psychologist identifies the scope to embed this practice in session 2025/26.	Continued use of NVR strategies: • relational gestures • de-escalation strategies • targeted approaches for some individual children will all lead to reduced incidents of distressed behaviour. Targeted approaches offered for some individual children including: • time out • fidget toys • lunch time clubs • self-regulation strategies • support from partner agencies • learning support will lead to a further reduction in incidents of distressed behaviour across the school by December 2025.	We will be accredited with the RNRA Ruby Award. Monitoring of targeted support for individual pupils: • Performance data monitored termly • Bi-annual Pupil Wellbeing surveys • CIRCLE profile • TAC/ Multi-agency Child's Plan meeting (MACPM) minutes • Child's Plans • Learning conversation feedback	Nurture Champion to continue to train new school staff on RNRA. All staff will use Environmental Checklists to ensure consistency and continuity of the classroom environment. DHT to continue to lead RNRA Focus Group; developing and embedding the nurture principles Environment offers a safe base and NVR. Focus Group to gather feedback from staff on the effectiveness of NVR strategies piloted in session 2024/25: • De-escalation • Strike While the Iron is Cold • Relational Gestures • Rule of one • Basket behaviours • Self-Care – such a 'Tea and Talk' Mondays Focus Group will then identify related practical strategies for staff to trial alongside those already being utilised. Evolution of art therapy sessions from one to one learning to engage families in the learning experiences offering parent/carers the opportunity to take part in a creative experience with their child.

Loss and Bereavement CLPL Experiences of bereavement, loss, and significant change are a reality for many children and can have a profound impact on their emotional wellbeing, behaviour, and ability to engage in learning. A landmark study drawing on the nationally representative *Growing Up in Scotland* (GUS) cohort found that 50.8% of children had experienced the death of a parent, sibling, grandparent, or other close relative by the age of 8, rising to 62% by age 10. Our staff are often the consistent adults in a child's life during times of crisis, and their response can be pivotal in supporting recovery and resilience.	By March 2026, Staff will be better equipped with evidence-based approaches to supporting learners through periods of loss or change.	Increased staff confidence and competence: Staff report feeling more prepared to support pupils and families experiencing bereavement or significant change. Improved pupil wellbeing: Pupils affected by loss are better supported and show improved emotional regulation, engagement, and attendance.	Training on bereavement, loss and change delivered by link Educational Psychologist. SELCO & DHT will offer Season's for Growth support groups for pupils experiencing bereavement and/or loss. A Wallace bereavement policy will be produced.
LGBTQ+ Charter To raise awareness of LGBTQ+ inclusive practice in order to promote a culture of respect and understanding.	By October 2025, LGBTQ+ inclusion for staff, families and children is improved and equality and diversity are a priority. As a result, the whole school community will demonstrate greater understanding of the protected characteristics, ensuring a culture of respect, belonging and equity where all children feel safe, valued and able to thrive.	School is awarded LGBTQ+ Bronze charter.	DHT leads work towards LGBTQ+ charter. LGBTQ+ awareness raising with pupils. Pupil led Equality Club will operate in session 25/26.
Education Scotland Young Leaders of Learning Programme There is scope to further develop practice in gathering pupil voice to influence positive change across the establishment. A 2024/25 pupil survey indicated the majority of pupils surveyed felt they frequently have a say in their learning and school improvement. We intend to increase this to almost all through further YLL engagement.	By June 2026, a new group of P5-7 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.	Robust engagement with How Good Is OUR School – focus group will be able to explain their valuable role in school improvement planning. Pre and post evaluation for staff and pupils taking part in YLL.	Pupil focus group to collaborate with partner school focus group and lead sessions throughout the session. YLs will take part in reciprocal visits across the session and identify: - strengths of the focus area in each school - areas for development in each school

	By June 2026, the YLLs will support at assemblies to deliver meta skills-based learning opportunities with SLT. By June 2026, YLLs from session 2024-25 will have delivered on their action plan and made the following improvements: • Launch meta-skills assembly approach to the school community • Develop a relationships policy video for the school community and share with partner school • Share strategies to stay safe in the digital community • Improve school displays and invite the school community's feedback on our progress. By June 2026, all ELCC children will have had the opportunity to influence and direct change in their learning environment.	ELCC observations and floor book monitoring will indicate greater purposeful learner voice opportunities.	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 2026 onwards) 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. ELCC staff development in the theory and practice of voice in early childhood led by the DHT. Pupil voice activities will be planned in the quality assurance calendar. A Wallace pupil voice position paper will be developed and implemented by June 2026.

Improvement Priority 3 – Learning Teaching and Assessment: FOCUS – Planning and Assessment (School and ELCC)

NIF Priorities	NIF 7 Key Outcomes (see page 2 for full descriptors)
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	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
Transition to digital planning tools Our self-evaluation has shown that while paper planning has served us for many years, it now acts as a barrier to the collaborative, flexible, and data-informed teaching we strive for. Moving to a digital planning system supports our improvement priorities, supports Renfrewshire's green strategy, reduces bureaucracy, increases accessibility, and has the potential to enhance teaching and learning across the school. With appropriate training and support, digital planning will offer a more sustainable, consistent, and effective approach to curriculum delivery. Nationally, evidence from Education Scotland and EEF (Education Endowment Foundation) suggests that collaborative planning supported by digital tools can increase both teacher confidence and instructional quality. In similar settings, schools have improved planning quality and reduced workload by creating shared digital spaces where	By June 2026, learners will experience more responsive, consistent, and well-differentiated teaching, leading to improved engagement, progress, and attainment across curricular areas. By enhancing planning processes, teachers will be better equipped to meet learners' needs through targeted supports, timely interventions, and more cohesive learning experiences. By June 2026, learners with Additional Support Needs (ASN), will receive more robust and consistent, well-planned support across the week. By June 2026, teachers and support staff will provide improved learning experiences. By June 2026, pupils will understand the range of feedback approaches being used by staff.	To ensure that the move to digital forward planning results in meaningful improvement, we will use a range of qualitative and quantitative data to monitor progress and assess impact on teaching and learning. We will know the change is an improvement when: • Teachers report greater efficiency and reduced workload in planning. • Learners experience more responsive, coherent, and engaging learning, as seen in pupil voice and class observations. • Support staff report better access to resources, enabling more effective support. • Planning documentation shows consistency, regular	Initial rollout of digital planning tools and expectations will begin in August 2025. We plan to adopt a phased implementation of digital forward planning, beginning with staff training and supported trials of digital templates and tools. Staff will be provided with exemplars and collaborative planning sessions will be built into collegiate time. Initial implementation will be supported by SLT, digital champions or peer mentors within the school, and regular opportunities for feedback and adjustment will be embedded throughout the first term. We will ensure that our approach is inclusive, allowing flexibility for staff to personalise their planning within a consistent digital structure. Digital tools will be selected based on ease of use, accessibility, and compatibility with systems already in use (e.g., Glow – particular focus on OneNote). We have looked outwards to learn from other schools who have transitioned to online planning; other primary schools implementing digital planning have found success by:

teachers can access, adapt, and build on one another's plans. Inefficiency and Time Consumption - Staff surveys and time-use audits reveal that significant time is lost to duplicating planning information across multiple documents and storing or retrieving plans from physical folders. Lack of Consistency - Monitoring exercises and planning audits highlight inconsistencies in format and depth of forward plans across classes and stages. Limited Collaboration Opportunities - Staff feedback indicates that peer collaboration across stages or with support for learning staff is limited by the physical nature of planning documentation. This process will also support transfer of information at the end of a session. Reduced Accessibility for SLT and Support Staff - SLT and support staff have reported difficulty in accessing relevant planning in a timely manner, impacting the quality of support, monitoring, and targeted interventions.	By June 2026, pupils will have an improved understanding of know how to improve their work using consistent, high-quality feedback from all staff. By March 2026, all teaching staff will be confidently using digital forward planning.	updates, and clear evidence of differentiated learning intentions and success criteria. • Professional dialogue and moderation show enhanced collaboration and clarity around learning progression. Information/data we will gather to measure progress and impact: Teacher workload and staff competence and confidence – termly Departmental meetings, surveys, focus groups to assess ease of use and staff confidence The desired impact on learner outcomes will be assessed by June 2026, using a combination of attainment data, engagement feedback, and quality assurance activities. Professional dialogue and moderation. Self-evaluation of HGIOS 2.3	• Using shared cloud-based folders for stage and interdisciplinary planning • Embedding regular moderation sessions into the planning cycle • Developing clear digital planning templates with editable fields aligned to CfE • Providing continuous professional development linked to digital literacy Our approach will draw on these models by embedding collaboration and professional learning throughout the transition. We will prioritise sustainability and staff ownership, ensuring the system evolves with practice. Digital champion to collaborate with local authority to ensure approaches at Wallace are contemporary and evidence based. Staff will engage in digital technologies training. This will involve all staff engaging in enquiry, with a focus on how digital tools (including AI where appropriate) can enhance pedagogy, support differentiation, and improve learner engagement and outcomes. Professional learning will focus on effective classroom use of digital tools to support learning, teaching and assessment, with an emerging strand exploring AI to promote creativity, efficiency and personalised learning. Peer observations will focus on the impact of digital technologies on learning and teaching, with particular attention to learner engagement, depth of understanding, and development of digital literacy skills across the curriculum.

Technologies development Use of the Education Scotland Digital Self-Evaluation indicated a need for staff development and resources development to ensure consistency in delivery of the technologies curriculum while offering further digital training for staff. In P4–P7, where depth and progression across multiple curricular areas is most complex, moving to digital planning supports teachers to track learning more effectively, ensure coherence across subjects, and plan responsive next steps for learners.	By June 2026, we will have a renewed digital technology position paper. By June 2026, staff competence and confidence in the use of digital tools such as AI will have increased. By June 2026, Children with ASN will have increased access to assistive technologies to support their development – e.g. CALL Scotland resources.	Recompletion of Education Scotland digital survey. Achievement of the Early Year's Digital Award. Achievement of the Digital Wellbeing Award for Cyber Resilience.	
Quality assurance of assessment of jotter work Quality assurance and coinciding staff moderation of pupil jotter work by SLT has identified a need for consistency in assessment of pupil work and coinciding feedback. Additionally, an AIFL survey led by a working party informed a need for consistency in approach.	By December 2025, all staff will follow and implement our new jotter policy and marking code.	There will be visible consistencies agreed by working party across all jotters and in practitioner practice on the agreed approach to AIFL. Staff will report that jotter assessment processes are more consistent, efficient and effective. Learners will report consistency in marking from all teachers.	Peer and SLT moderation of jotter work on two occasions in session 25-26. This will be a focus at the August in-service to agree visible consistencies in jotters e.g. improved presentation, consistency of marking approaches, self/peer assessment and increased use of core jotters. Introduction of a consistent marking code drawing upon best practice from other establishment's while considering our context will ensure visible consistencies partnered with our jotter policy. All staff to use 'tickled pink and green for growth' approach to jotter feedback across the school.

Introduction of Assessment Policy and Calendar Through quality assurance we have identified a need for a review of assessment to ensure well-designed, high-quality assessment is embedded into planning. 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.	By September 2025, a new assessment policy is in place along with a calendar/timeline to support teacher and ELCO confidence. By June 2026, all teachers will make effective use of the benchmarks to ensure effective assessment is taking place. By June 2026, almost all ELCOs will indicate increased confidence in analysing data and associated trends using the Early Years Progression Tool.	Attainment data will be more robust and teachers and ELCOs will be able to justify their judgement using assessment data. Evidence of AifL will be seen through learning visits, jotters, teacher dialogue and pupil voice. Evidence of AifL will be seen across the playroom and floorbooks in the ELCC. Learning conversations with pupils will demonstrate that they know what their next steps are. Increased confidence in analysis of Early Level Progression Tool across the ELCC evidenced.	Jotter feedback will include links to learning intention and next steps where appropriate in all jotters. Assessment and AIFL working party will collaborate on the jotter policy and marking code to ensure our updated approaches are moderated and peer reviewed. Review of school tracking and ELCC meetings to ensure staff can confidently utilise and analyse data to inform teaching and learning – aligned with IOS. Teaching staff will be provided with an updated tracking meeting agenda and data proforma. Introduce updated assessment folders to all classes. Review impact of the assessment policy and calendar in May 2026.