



Alloway Primary School and Early Years Centre



SCHOOL IMPROVEMENT PLAN: August 2025- June 2027

(2025-26 - This is year 1 of a 2 year plan)



VISION

To provide a safe, happy, purposeful and nurturing learning environment where everyone feels valued and respected. Everyone is supported to be the best they can be by working together to promote kindness, inclusion and resilience.

VALUES

At Alloway Primary we are



At Alloway Primary we believe every child should enjoy and be challenged by the curriculum we offer.

At Alloway Primary School we aim to develop every child to “be the best they can be” by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital. This improvement plan has been created in response to our self-evaluation and quality assurance processes. We actively take account of children’s views and children will be involved in the School Improvement Plan through pupil voice groups and work in classes.

OUR AIMS



LOCAL AND NATIONAL AIMS

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

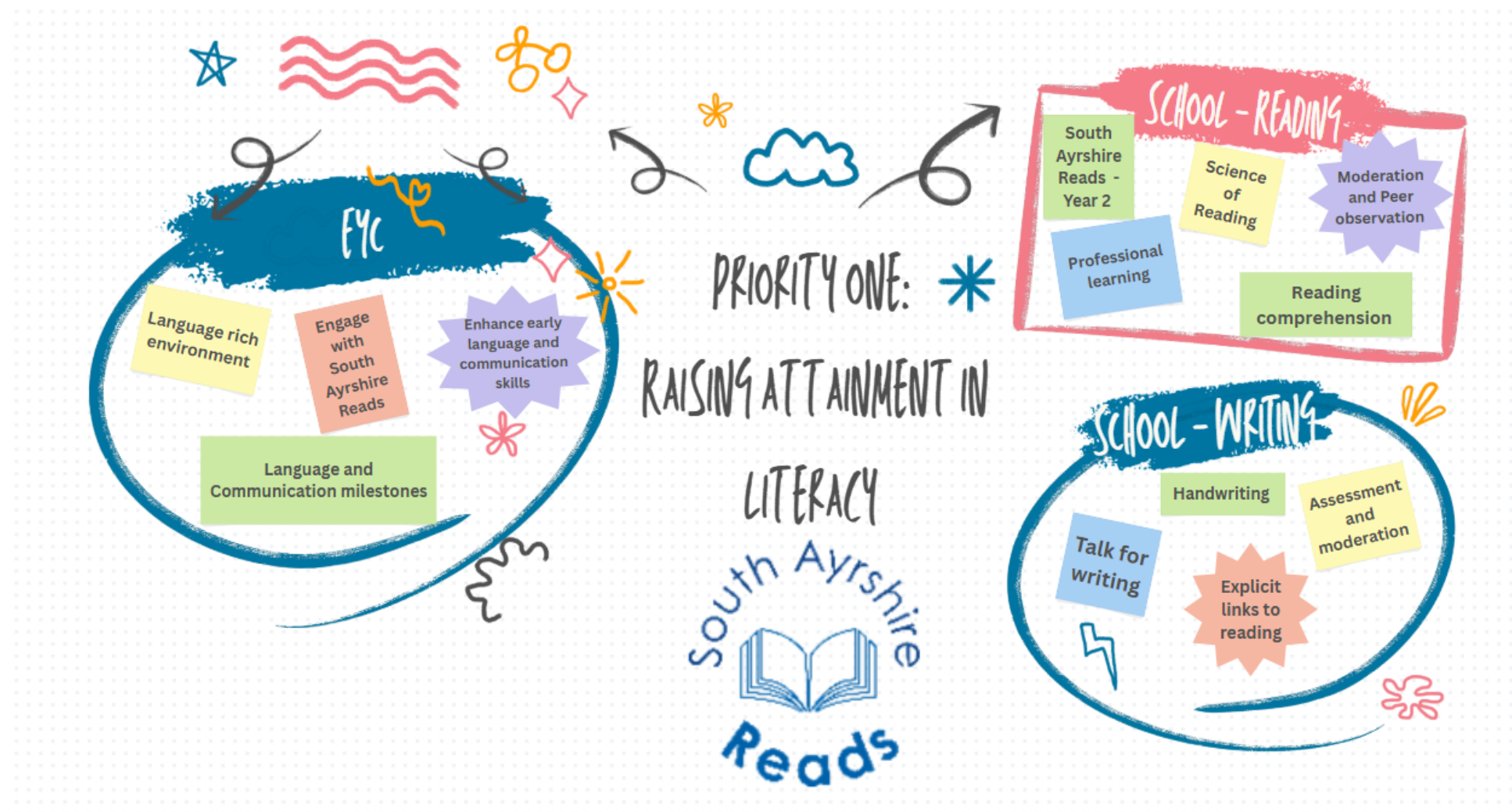
- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

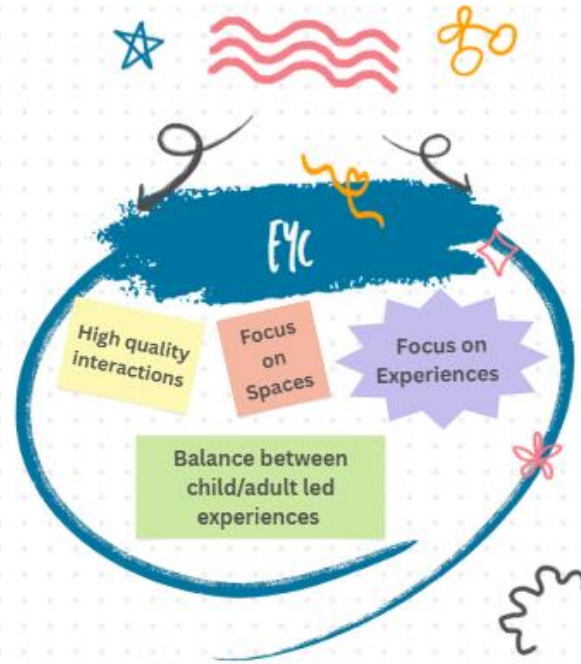
National Improvement Framework Priorities

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

Alloway Primary - School Improvement Plan 2025-26

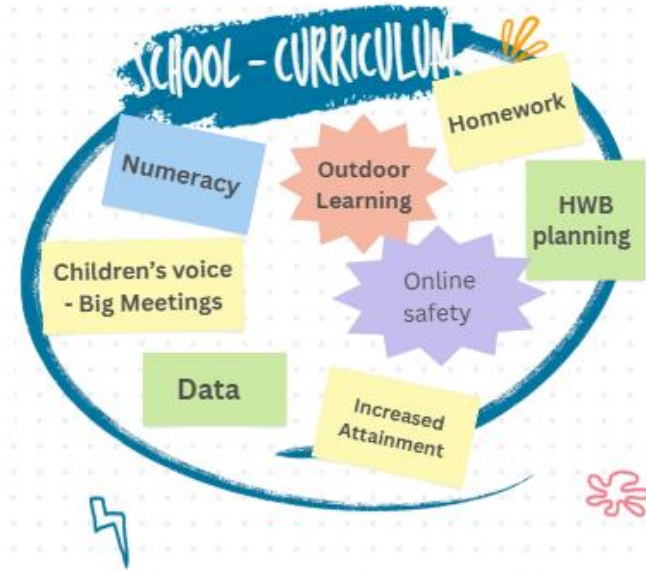
Our key priorities this year will be:





PRIORITY TWO:
RAISING ATTAINMENT
THROUGH IMPROVING OUR
PEDAGOGY AND WIDER
CURRICULUM

Getting it
Right
for Every Child in South Ayrshire



Ongoing Whole School Developments now moved to Maintenance Agenda:		
Maintenance Agenda	HGIOS 4 Quality Indicators	Person Responsible
Embed new Vision and Values	QI 1.3	Mrs Meney
Rights Respecting Schools	QI 1.3	Miss Rainey
Moderation and assessment	QI 2.3	Mrs Meney and Mrs Stewart
Online planning - continue to implement and evaluate	QI 1.3 and 2.3	SLT and all staff
S.T.E.M.	QI 2.2, 3.3	Mrs Miller
2 hours quality PE	QI 2.2	All teaching staff
Professional Update/PDR/PRD	QI 1.2, 1.5	Mrs Meney/Mrs Miller
Self-evaluation - HGIOS 4/ HGIOELLC	QI 1.1	SLT and all staff
Eco Schools	QI 1.3	Class Teacher leadership role
Fairtrade	QI 1.3	Class Teacher leadership role
Developing the Young Workforce	QI 3.3	Mrs Miller
Digital Technologies	QI 2.2, 3.3	Miss Rainey
Development of Modern Languages	QI 2.2	Mrs Martin
Development of Music curriculum	QI 2.2	Mrs Herbert
Cost of the School Day	QI 3.1	Mrs Meney
Young Carers Champion	QI 3.1	Mrs Goodwin
Attendance	QI3.1	Mrs Park
The Promise	QI3.1	Mrs Meney
Embedding meta-skills	QI3.1/2.3	Mrs Miller
EYC – Outdoor/Forest Kindergarten/Woodwork	QI3.1/2.3	Victoria Cuff/Julie Lorimer
EYC – Digital Technologies	QI3.1/2.3	Ryan McGill

PEF Budget - £18,375

Priority	Staffing implications
To raise attainment of PEF cohort in session 2024-25.	24 hours School Assistant time (paid for by PEF) PT PEF lead

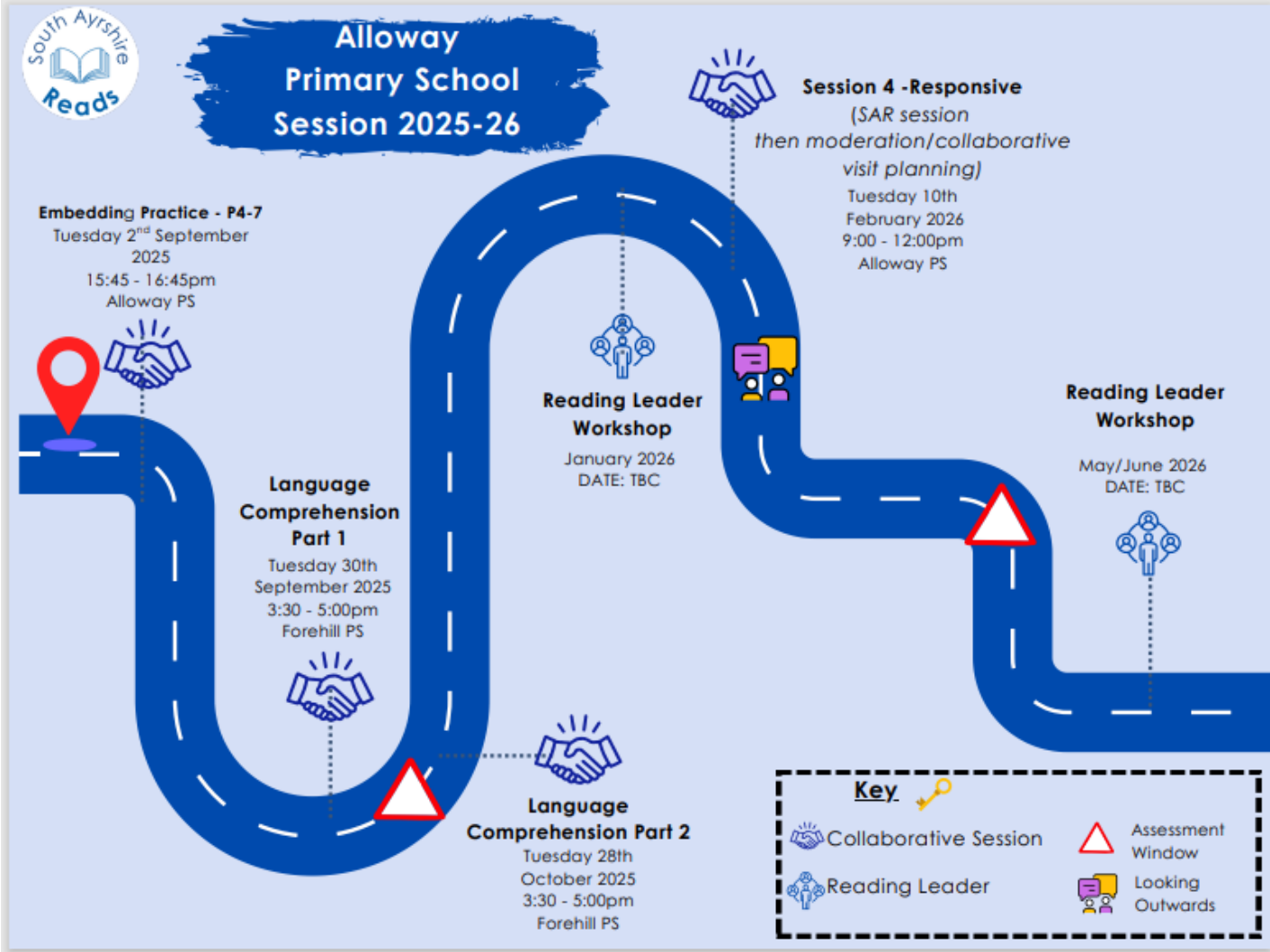
PRIORITY ONE : Raising attainment in Literacy by maintaining consistently high standards in the quality of all children’s experiences through implementing the Science of Reading. Lead Person – Lisa Stewart					
NIF Priorities: Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained positive school leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy.					
Links to HGIOS/HGIOELC: 1.3 Leadership of Change; 2.2. Curriculum; 2.3 Learning, Teaching and Assessment; 3.2 Raising Attainment and Achievement					
What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible/resources	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	
EYC PRIORITIES					
To develop a language and communication rich environment to further enhance children’s early communication and language skills.	<ul style="list-style-type: none">• All staff to engage in ongoing CLPL opportunities.• Key staff to use checklist to audit each learning space for noise levels, visual clutter, signage, and displays.• Key staff to standardise the use of visuals across the EYC (visual timetables, now/next boards, key vocabulary prompts), in consultation with the Communication Friendly Team.• All staff to ensure all learning materials include visual support as appropriate.• Key staff to adapt pupil voice opportunities with accessible formats (visual surveys, symbol-supported discussions).• Key staff to deliver sessions for parents/carers on supporting communication at home.	Kirsty McCallum Kayleigh Adgie Libby Pollock All staff	May 25	June 26	<ul style="list-style-type: none">• Discussions with staff demonstrate an understanding of key communication strategies and environmental adaptations.• Observations demonstrate that areas for improvement have been identified, increasing pupil accessibility and understanding.• Observations demonstrate children’s comprehension, routine understanding, and a reduction in anxiety.• Observations demonstrate greater inclusion and engagement from pupils with ASN.• All children can contribute feedback and ideas, including those with an ASN.• Parental surveys and discussions demonstrate consistency between home and school and improved family-school collaboration.• The use of communication friendly strategies are clear within children’s individual STINT plans.
			Aug 25	June 26	
			Aug 25	Feb 26	
			Aug 25	Feb 26	
			Aug 25	June 26	
			Jan 25	June 26	

SCHOOL PRIORITIES						
<p>To <i>develop confident and skilled readers in South Ayrshire</i> with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p>	<ul style="list-style-type: none"> By June 2025, ALL schools will have reviewed the role of their reading leader and, in collaboration with the South Ayrshire Reads team, planned how this role will be used to support reading development over the coming year. 	<ul style="list-style-type: none"> Role of reading leader reviewed at planning meeting. Reading leader workshop dates agreed. 	June 2025	June 2025	<p>The aims of South Ayrshire Reads are beginning to embed across Phase 2 School Communities. The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders:</p> <ul style="list-style-type: none"> - Appropriate policies and procedures in place and accessible to all staff to ensure consistency for pupils - Above 80% of taught phonemes will be recognised by all pupils in P1 – 3 (unless there is an identified need). - Access to SAR Professional Learning MS Team - Link to SAR update video to be shared with school community - Catch-up CLPL for necessary staff. - Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions - Reading Schools Accreditation o Communication Friendly Environments o Developing Writing through SAR 	
	<ul style="list-style-type: none"> By June 2026, ALL Phase 2 schools will have participated in at least two reading leader-led workshops within their own setting, supporting the ongoing development of reading practice. 	All Reading Leaders may attend four half-day sessions (September 2025, November 2025, January 2026, and April 2026) focused on building capacity and providing the knowledge and skills needed to lead impactful reading workshops within their own schools—both with staff and with parents—as part of a wider drive to raise attainment in reading.	August 2025	June 2026		
	<ul style="list-style-type: none"> By June 2026, ALL Phase 2 schools will have had the opportunity to engage in collaborative activity—whether through partnership CLPL, as part of the Phase 2 cohort, or via peer school visits—to strengthen collective efficacy and support an outward-looking approach to improvement. 	<ul style="list-style-type: none"> Phase 2 collaborative launch – August in-service May 2025 Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting & discussion with SLT around peer school visits <p>Peer visit pre-workshops/discussion/observation guides</p>	August 2025	June 2026		
	<ul style="list-style-type: none"> By August 2025 Phase 2 schools will identify new or returning staff who require catch-up sessions and will have the opportunity to develop a clear plan, in collaboration with the SAR Team, ensuring all staff have the necessary knowledge and skills to support reading development effectively. 	<ul style="list-style-type: none"> Phase 2 schools will complete a simple MS Form, identifying new/returning members of staff and their stages Catch-up sessions agreed & planned by SAR Team <p>Phase 2 schools to identify existing members of staff to support this through coaching/modelling</p>	June 2025	August 2025		
<p>To <i>promote the implementation of an excellent reading curriculum</i> which prioritises best practice, challenge and adapted teaching for children with additional support needs</p>	<ul style="list-style-type: none"> By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL. 	All CLPL based on Science of Reading, with particular focus on language comprehension whilst embedding previous work on phonics & fluency.	August 2025	June 2026		

<p>To <i>gather, use and analyse data effectively to drive change and improvement</i> in children's reading skills, reading confidence and reading attainment</p>	<ul style="list-style-type: none"> By June 2026 ALL Phase 2 education staff will have had the opportunity to engage in additional high-quality CLPL in an area of interest. 	<ul style="list-style-type: none"> Additional sessions planned, created and delivered by SAR Team such as, Critical Literacy, Disciplinary Literacy, Play-based Literacy and Debating Additional sessions will be advertised through the monthly CLPL Bulletin 	August 2025	June 2026	
	<ul style="list-style-type: none"> By June 2026 ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team. 	<ul style="list-style-type: none"> Collaboration activities include workshops; professional discussions; coaching sessions; model videos 	August 2025	June 2026	
	<ul style="list-style-type: none"> By June 2026 ALL Phase 2 schools will have had the opportunity to engage with assessment implementation and data analysis 	<ul style="list-style-type: none"> Access to CLPL sessions focussed on interpretation, analysis and evaluation of their learner attainment to measure impact and determine next steps. 	August 2025	June 2026	
	<ul style="list-style-type: none"> By June 2026 ALL Phase 2 schools will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities 	<ul style="list-style-type: none"> Reading Schools Accreditation Communication Friendly Environments – Foundation 1 – Learning Environments – completed Developing Writing through SAR 	August 2025	June 2026	
	<ul style="list-style-type: none"> By June 2026 ALL parents will have had further opportunity to engage with workshops and learning sessions based on supporting their child's reading development. 	<ul style="list-style-type: none"> Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification and access to authority SAR family engagement session / resources 	August 2025	June 2026	
<p>Children will experience a consistent and progressive handwriting programme from Primary 1 to Primary 7. They will develop clear, legible and fluent handwriting, with increasing confidence and independence, enabling them to record their ideas effectively across all areas of the curriculum.</p>	<ul style="list-style-type: none"> Audit current practice across all stages to identify strengths, gaps, and inconsistencies in handwriting approaches. Develop and agree a whole-school handwriting progression pathway. Introduce a consistent handwriting pedagogy to ensure all staff follow the same approach, using age-appropriate resources and strategies. 	<ul style="list-style-type: none"> Mrs Stewart and SLT 	August 2025	June 2026	<ul style="list-style-type: none"> ➤ New progression planner in place demonstrating progression and consistency across the levels. ➤ By June, 90% of children will show improved handwriting aligned with agreed stage expectations. ➤ Moderated samples will reflect a consistent standard of handwriting presentation in line with the new progression pathway. ➤ Children across all stages will be able to talk confidently about handwriting goals and assess their own progress using visual prompts or success criteria. ➤ Monthly or termly recognition of handwriting progress through awards, displays, or certificates to promote pride and motivation.

	<ul style="list-style-type: none"> • Embed regular handwriting sessions into weekly timetables to allow for focused teaching and meaningful practice. • Celebrate progress and presentation through displays, achievement awards and positive feedback to motivate learners. 	<ul style="list-style-type: none"> • Teaching staff 			
Children will demonstrate improved writing attainment through a cohesive and progressive approach that makes connections with their reading development.	<ul style="list-style-type: none"> • Staff consultation • Continue to develop Talk for writing (Imitation, Innovation, Invention) to ensure children build confidence and independence in writing across a range of genres. • Use high quality model texts that demonstrate rich language, sentence structure, and genre features, enabling children to internalise strong writing through repetition and analysis. • Develop story maps and oral retelling strategies to support memory, vocabulary development, and sentence fluency- especially beneficial for reluctant and struggling writers. • Provide CLPL opportunities for all staff. • Continue to support cross-stage planning opportunities for developing shared texts, progression in genre coverage, and moderation of pupil work. • Ensure writing tasks and meaningful and connected to reading, using shared texts as both comprehension and composition tools. • Ensure there are writing toolkits in every classroom to support independent writing. • Ensure ICT and Assistive technology are used in all 	<ul style="list-style-type: none"> ◦ Lisa Stewart and SLT 	August 2025	June 2026	<ul style="list-style-type: none"> ➤ Increase in the number of children achieving expected or above writing levels by June 2026. ➤ Improvement in writing attainment data year-on-year, particularly in sentence construction and vocabulary use. ➤ Evidence of individual progress over a T4W unit: improved structure, vocabulary, grammar, and sentence variety (Cold and hot tasks) ➤ Increase teacher confidence and consistency in assessing writing, evidenced through moderation activities. ➤ Children report increased confidence in writing and enjoyment of Talk for Writing activities such as story mapping, innovation, and publishing. ➤ Clear progression and use of T4W strategies across stages- e.g., use of model texts, toolkits, shared writing, and invention tasks. ➤ Reduction in the writing attainment gap, particularly among identified cohorts ➤ Each stage to complete a minimum of one published or performed piece of writing per term, with evidence of pupil ownership and pride. ➤ Staff report improved confidence in writing, particularly in linking reading and writing developmentally.

	<p>classes to support needs of all children in writing.</p> <ul style="list-style-type: none"> Engage children in publishing their final pieces for real audiences to build motivation, purpose and pride in writing. Regularly conduct peer and self-assessment against success criteria co-created from model texts and genre features. 				
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PRIORITY TWO : To empower all learners to reach their full potential by enriching our wider curriculum and ensuring robust, supportive systems are in place to raise attainment.

Lead Person – Fiona Meney/Lauren Miller /Emma Park/ Nicola Rainey

NIF Priorities: Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained positive school leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy. . Improvement in children and young people's health and wellbeing

Links to HGIOS/HGIOELC: 1.1 Self Evaluation for self-improvement 1.3 Leadership of Change; 2.2. Curriculum; 2.3 Learning, Teaching and Assessment; 2.5 Family Learning; 3.2 Raising Attainment and Achievement

What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	
EYC PRIORITIES					
To further develop high-quality interactions, spaces and experiences across the EYC, ensuring a clear balance between child-led, adult-led and adult-initiated experiences.	Interactions <ul style="list-style-type: none">• Provide CLPL for staff on high-quality interactions (e.g. sustained shared thinking, active listening, emotional attunement).• Use video reflections and peer observations to improve adult responsiveness and scaffolding of play and learning.• Continue to ensure a nurturing approach through consistent emotional support and care routines.• Model high quality interactions for all staff.• Provide opportunities for staff to self-evaluate practice against the Quality Improvement Framework.	EYC PT	Aug 2025	Jun 2026	<ul style="list-style-type: none">➤ Observations show increased engagement and independence in children across a range of spaces.➤ Observations and self-reflections demonstrate Improved adult-child interaction quality.➤ Feedback from children and families demonstrates positivity with regards to learning spaces and experiences.➤ Planning reflects responsive, child-centred learning informed by observations and voice of the child.➤ Staff self-evaluation documentation demonstrates an increase in own development.
	Spaces <ul style="list-style-type: none">• Work with staff to carry out a child-centred audit of current spaces using tools inspired by Realising the Ambition and the Quality Improvement Framework.	Kirsty McCallum (Depute Manager)	Aug 2025	June 2026	

	<ul style="list-style-type: none"> • Provide opportunities for staff to visit other establishments. • Reorganise spaces to promote curiosity, independence, and communication. • Work with staff to enhance outdoor provision to ensure daily access to natural, challenging, and sensory-rich experiences. • Provide opportunities for staff to self-evaluate practice against the Quality Improvement Framework. <p>Experiences</p> <ul style="list-style-type: none"> • Work with EYC staff to plan learning experiences that emerge from children's interests and build on their previous knowledge. • Provide opportunities for staff to visit other establishments. • Ensure experiences are open-ended, culturally relevant, and inclusive, supporting creativity, inquiry, and language development. • Use floorbooks, Learning Journals, and visual documentation to make learning visible and inform planning. • Provide opportunities for staff to self-evaluate practice against the Quality Improvement Framework. 	Senior EYP	Aug 2025	June 2026	
SCHOOL PRIORITIES					
Children will experience a consistency in teaching pedagogy across the school. Shared approaches are embedded in daily practice, leading to increased consistency in lesson planning, delivery, and pupil experience. Children benefit from well-	<ul style="list-style-type: none"> • Continue to further develop our play pedagogy approach from P1-3 with a focus on assessing engagement in play. • P4-7 will receive further CLPL on play pedagogy and creativity and how to incorporate this appropriately to enhance learning in the upper school. • Non-negotiables (Alloway Expectations) for lessons continue to 	Emma Park	August 2025	June 2026	<ul style="list-style-type: none"> ➤ Use observation tools (Leuven Scales) to assess and track levels of engagement and wellbeing in play-based learning. ➤ 90% of children demonstrate high levels of engagement (Leuven 4 or 5) by March 2026. ➤ Planning samples and jotter monitoring to evidence increased use of active and collaborative learning strategies.

structured, engaging lessons that support progress and raise attainment.	<p>be implemented across all classes, are revisited through staff meetings and evaluated through our quality assurance process.</p> <ul style="list-style-type: none"> • Continue to revisit approaches to target setting, profiling and sharing learning with parents. • Continue to embed Meta Skills within our planning in order to make links to learning, life and work. • Continue to embed Global Goals within our school curriculum. • Develop further opportunities to moderate within our own setting and link with other settings to ensure consistency in teachers' professional judgement. • To begin our Communication Friendly Environment in school. 	Lauren Miller	August 2025	June 2026	<ul style="list-style-type: none"> ➤ All upper school teachers show an increase in implementation of play-informed strategies by May 2026. ➤ Quality assurance activities (classroom visits) used to monitor consistency of lesson delivery. ➤ Staff self-evaluation against expectations show an increase in own development. ➤ 100% of observed lessons reflect Alloway Expectations consistently by June 2026. ➤ Sampling of profiles and learning journals to ensure children are involved in identifying and reviewing targets. ➤ All children can articulate their next steps in learning. ➤ Teachers to track and plan for Meta Skills and Global Goals across curricular areas. ➤ Each class meaningfully incorporates at least 3 Global Goals into interdisciplinary learning across the year. ➤ Internal and inter-school moderation of writing, numeracy, and health and wellbeing. ➤ Evidence of increased consistency in CfE level judgements. ➤ 100% of teaching staff engage in at least two moderation activities per year and report increased confidence in professional judgement through staff surveys.
Children will benefit from high-quality learning environments and consistent adaptive teaching that meets their individual needs. They will experience appropriate challenge, pace, and depth in their learning. This will lead to increased engagement, improved attainment, and equitable, meaningful learning experiences for all.	<ul style="list-style-type: none"> • Engage with the South Ayrshire Learns programme for high quality staff professional learning. • Staff have the opportunity to engage in professional learning about 'The Environment', then identify an area of their practice to improve following this with an evaluation of the change. • Staff have the opportunity to engage in professional learning about 'Scaffolding', then identify an area of their practice to improve following this with an evaluation of the change. 	Fiona Meney Nicola Rainey (key person) Alison Scott – South Ayrshire Learns	<p>August 2025</p> <p>October 2025</p> <p>November 2025</p> <p>March 2026</p>	<p>June 2025</p> <p>December 2025</p> <p>May 2026</p>	<ul style="list-style-type: none"> ➤ Observation and quality assurance evidence will show more purposeful, inclusive and stimulating classroom environments that support engagement and independence. ➤ 100% of observed classrooms demonstrate features of high-quality environments as outlined in South Ayrshire Learns guidance by May 2026. ➤ Children progress, tracking and differentiation in planning will show improved responsiveness to individual needs. ➤ Children's voice will reflect increased understanding and support in their learning.

	<ul style="list-style-type: none"> Staff have the opportunity to engage in professional learning about 'Highly Able learners', then identify an area of their practice to improve following this with an evaluation of the change. Staff will come together to share the impact of the changes to their pedagogy on the learners in their classes. 		May 2026	May 2026 June 2026	<ul style="list-style-type: none"> ➤ 95% of learners report feeling supported and challenged in learning through pupil surveys or learning conversations. ➤ Professional learning will lead to more consistent use of strategies to provide depth, challenge and extension in lessons. ➤ Targeted tracking of more able learners will show sustained or improved attainment through tracking and learning conversations. ➤ 100% of classes provide planned opportunities for challenge; attainment data shows continued progress of identified more able learners.
Children will experience a consistent and progressive approach to numeracy across the school, underpinned by the Concrete, Pictorial, Abstract (CPA) approach. They will develop a deeper conceptual understanding of mathematical concepts and be able to apply their learning confidently in real-life contexts, leading to improved problem-solving skills, increased attainment, and greater confidence in numeracy.	<ul style="list-style-type: none"> SAC Strategy and APS policy revisited with staff – additional time with new staff. PT to share CLPL on CPA with a focus on bar modelling. PT to share CLPL on updated progression of manipulatives. PT to share CLPL on linking concepts naturally in maths. PT, in consultation with staff, to revise approaches to mental maths and resources used – staff consultation. PT to streamline progression of mental maths – SAR framework, Big Maths and Number Talk strategies to create clear progression. PT to offer support and CLPL on how to reduce maths anxiety and promote a growth mindset – pupil/staff survey in June in order to tailor CLPL and redone in June to measure impact. 	Emma Park	August 2025 August 2025 August 2025 August 2025 August 2025 August 2025	August 2025 Dec 2025 August 2025 June 2026 June 2026 June 2026 June 2026	<ul style="list-style-type: none"> ➤ Quality assurance will demonstrate the use of CPA pedagogies within numeracy. ➤ Positive maths mindset questionnaire issued in August as a baseline and revisited in June, showing an increase in positive maths mindset. ➤ Attainment in Numeracy (ACEL data) will rise by 5% across all stages. ➤ GL data will show that 95% of learners will make expected or above expected progress. ➤ GL and NSA data will show almost all children performing within the ranges of average and exceeding. ➤ Improvement in all stages completing GL numeracy assessment.
Children will make measurable progress in attainment at all stages, with a particular focus on narrowing the attainment gap at key stages where the gap is wider. This will be achieved through the effective use of data,	<ul style="list-style-type: none"> Review tracking procedures to streamline the use of data. Review assessment procedures and make clear links to how this information is fed into tracking, including the use of standardised assessments. 	Lauren Miller	August 2025	June 2026	<ul style="list-style-type: none"> ➤ Baseline data from SNSA, standardised assessments, teacher judgement, and CfE levels show an increase in the percentage of children achieving expected levels in literacy and numeracy at each stage, with accelerated progress for identified target groups. ➤ A measurable reduction in the attainment gap at key stages (P1, P4, P7), with termly tracking

tracking, and assessment information to identify, monitor, and target individual learners. As a result, targeted interventions and support will lead to improved outcomes for all, particularly for those who require additional support to achieve their full potential.	<ul style="list-style-type: none"> • Staff will continue to engage in regular tracking and attainment meetings to evaluate progress and agree on targeted next steps. • Moderation procedures continue to be a regular part of our planning, tracking and assessment procedures. • Revisit 'Stretch Aims' and identify children to target. • Targeted interventions will be planned and delivered based on identified needs, with timely support put in place for those requiring additional input. • Interventions will be evaluated for impact, and adjusted where needed, to ensure improved outcomes for all learners—particularly those affected by poverty or other barriers to learning. • Professional learning will be provided to enhance staff confidence and consistency in using assessment evidence to inform planning and support. • Pupil voice and engagement data will be used to ensure learners are active participants in setting goals and understanding their own progress. 				<p>showing improved progress for targeted individuals.</p> <ul style="list-style-type: none"> ➤ Records of targeted interventions and support strategies evaluations will show that at least 90% of children receiving additional support make expected or better progress. ➤ Increased consistency and confidence in professional judgement, evidenced through moderation activities and whole-school tracking is demonstrated through tracking and assessment conversations. ➤ Children can talk confidently about their progress and next steps. Increased levels of engagement and motivation in learning.
Children will benefit from regular, meaningful outdoor learning experiences that are planned progressively and consistently across the school. They will develop key skills such as collaboration, resilience, and problem-solving, while deepening their understanding across the curriculum through real-	<ul style="list-style-type: none"> • Continue to develop a Whole-School Outdoor Learning Framework that outlines progressive experiences and skills from P1–P7, ensuring clear links to curriculum areas and consistency across stages, building upon what has already been established last session. • Embed Outdoor Learning in Planning by supporting staff to include regular, purposeful outdoor experiences in medium- and short-term planning across the curriculum. 	Lauren Miller Key teaching staff – leadership roles	August 2025	June 2026	<ul style="list-style-type: none"> ➤ Increased enthusiasm and active participation in outdoor learning activities, with learners able to articulate what they are learning and why it matters. ➤ Most children will show progression in identified outdoor learning skills over the course of the year. ➤ Children will demonstrate deeper understanding and application of knowledge in curricular areas through outdoor learning experiences. ➤ All staff will report increased confidence and regular use of outdoor learning as part of their curriculum delivery.

Technologies curriculum. They will build their physical skills through a clear progression in PE, learn how to stay safe online, and develop their digital skills in a structured way. This will support them to become healthy, safe, and digitally literate individuals, equipped with the skills they need for learning, life and work.	<p>to Second Level along with a variety in experiences.</p> <ul style="list-style-type: none"> • Further develop our HWB planning with a focus on internet safety by revising our HWB plans ensuring a consistency across the stages. • Continue to engage parents and carers in developing knowledge and understanding of keeping children safe in school. • Create videos made by the children to share internet safety messages. • Engage with SAC development officer for ICT to revise our Technologies Planning. 				<ul style="list-style-type: none"> ➤ Lesson observations and children's feedback demonstrate varied and engaging PE experiences. ➤ Consistency checks across HWB planners confirm internet safety content is embedded at all stages. ➤ Children's assessments or surveys show increased knowledge and awareness of online safety. ➤ By June 2026, all stages have consistent internet safety lessons; almost all pupils demonstrate understanding of key online safety messages. ➤ Surveys or questionnaires measure increased parental confidence in supporting safe practices at home. ➤ Updated Technologies planners show progressive skill development aligned with SAC guidance. ➤ Teacher feedback and planning audits demonstrate integration of ICT across learning areas.
Children will benefit from a clear, consistent, and purposeful approach to homework that reflects their learning needs. This will support their independence, reinforce classroom learning, and promote positive attitudes towards learning at home, contributing to improved confidence, engagement, and home-school partnerships.	<ul style="list-style-type: none"> • Principal teachers to revisit homework procedures . • Numeracy homework – SAFE booklets reissued in line with SAC Framework skills • Literacy homework – will continue to focus on Science of Reading in line with SAR using a variety of techniques (fluency, comprehension, diacritical marking, inference, encoding and decoding, syllabification and decodable text.) • IDL – termly homework – project based and choice 	Lisa Stewart/ Emma Park	August 2025	December 2025	<ul style="list-style-type: none"> ➤ Majority of pupils will engage with Literacy and Numeracy homework tasks.