



Section 3: Improvement Plan

Priority	NIF: Supporting teacher and school leader development to drive high-quality learning and assessment					
Context	ELC – P7					
Links to Quality Indicators	1.1 – Self-evaluation for self-improvement 2.2 - Curriculum 2.3 – Learning, Teaching and Assessment 3.3 – Creativity and Employability ELC Quality Framework: Children experience high quality spaces, Playing, learning and developing, and Learning, Teaching and Assessment					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started</i> <i>B- Barriers to Starting</i> <i>I - In Progress</i> <i>C - Completed</i> or RAG		
				T1/2	T3	T4
Learners will experience consistent high-quality learning and teaching across ELC-P7. Learners will experience increased opportunities for meaningful, high-quality play that promotes creativity, independence and engagement.	- Creation of learning and teaching policy/guidelines for ELC to P7 which provide clear, consistent expectations for all staff - Creation of Early Years Curriculum Rationale - Review of Literacy and Numeracy guidelines and update as required - Creation of Mental Maths progression - Introduction of Big Maths across all P1-7 classes	- Clear, agreed guidelines for learning and teaching, and specific curricular areas to ensure consistency and progression - Clear mental maths progression and consistency in approach across P1-7	SLT and Leaders of Learning Groups to create and review guidelines (T1/2) Big Maths Resources SLT/class teachers to identify settings to visit to observe high-quality play pedagogy			



	- Partnership working with Numeracy Transition teacher from OMA, focusing on a shared pedagogy between Primary and Secondary and increased pace and challenge (P6 and P7) - Northern Alliance Toolkit to be used to audit and support learning, teaching and assessment in classrooms - Continued roll-out of CYPIC writing in P3-7. Refresh Talk 4 Writing approach in P1 and P2. - continue to develop closer links between ELC and P1/P2 classes to support consistency and increased challenge in play experiences - Further CPL opportunities for staff with a focus on play pedagogy. Opportunities for staff to visit other settings to observe good practice. - All teaching and PSA staff to be trained further in the use of assistive technology in order to support learners - Continued fortnightly ELC meetings focusing on planning for motivating and challenging learning experiences - Focus to be agreed for QA visits and peer observations	- Increased pace and challenge for learners working at second level - Improved links across Early level and into Primary 2 to support transitions and progression in learning - Improved play opportunities for learners to support increased engagement and challenge in learning - Use of assistive technology will increase engagement and remove barriers to learning for learners.	PACE grids shared across ASG Collaborative time for Numeracy lead and P6/7 teachers Numeracy Transition teacher to deliver Numeracy CPL to teaching staff/attend moderation meetings for second level. HT/Class teachers to identify resources needed to support play-pedagogy across the school ELC/P1/P2 staff to meet/plan collaboratively (ongoing)			
Learners benefit from stimulating, inclusive and high-quality learning environments that support wellbeing, independence and achievement.	- Audit learning environments using CIRCLE environment tool - Agree expectations and non-negotiables for all classroom learning environments with staff and learners	- Engaging, inclusive learning environments for all learners that promote literacy, numeracy, play, creativity and independence	SLT/teaching staff to complete CIRCLE environment tool (T1, T3 and T4) NCCT teacher to deliver outdoor learning			



	- Improve indoor and outdoor spaces to promote literacy, numeracy, play, creativity and independence - Increased outdoor learning opportunities for all learners - Consistent visuals and supports provided for all learning environments	- Increased time spent learning outdoors for all learners - Support tools and visuals for all classes	opportunities and identify additional resources needed (ongoing) PT/LOL group to create and share Support tools and visuals for all classes (T1)			
Learners are actively involved in understanding their progress and next steps through effective formative assessment approaches. Learners receive high-quality feedback that supports improvement, motivation and achievement.	- Continued collaborative Professional Enquiry focus on formative assessment strategies – LI, SC, questioning and feedback. (Bruce Robertson – Power Up Your Pedagogy) - Monitor impact of Professional Enquiry through classroom visits, jotter monitoring, staff meetings and learner conversations - Learners to continue to complete termly reflections to review learning and achievement.	- An increased range of formative assessment strategies being used in all classes - Increased staff knowledge and understanding of formative assessment - Learners will display increasing confidence when completing termly reflections in knowing their next steps and what they need to do to improve	Staff meetings (ongoing) Reflection tools completed by P1-7 learners (T2, T3, T4) SLT – learner conversations/classroom visits in QA calendar (T1)			
Learners demonstrate stronger higher-order thinking skills, including analysis, evaluation, problem-solving and creativity.	- Increase staff and learner knowledge of higher-order thinking skills through CPL opportunities, staff meetings and classroom learning activities - Increased opportunities for learners to lead their own learning (e.g. Play projects) - Increased opportunities for digital learning throughout ELC-P7	- Higher-order thinking strategies embedded in planning and learning experiences. - Improved learner confidence in critical and creative thinking. - Increased learner confidence in digital literacy skills	SLT to include higher order thinking skills in staff meeting planner (T1/2) Digital champion to identify any digital technology needed to support learning opportunities (ongoing)			



Priority	NIF: Raising attainment and achievement, particularly in literacy and numeracy					
Context	ELC – P7					
Links to Quality Indicators	1.1 – Self-evaluation for self-improvement 3.2 – Raising Attainment and Achievement ELC Quality Framework: Children’s Progress					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started B- Barriers to Starting I - In Progress C - Completed or RAG</i>		
				T1/2	T3	T4
Learners will make improved progress in literacy, numeracy and health and wellbeing through robust tracking of attainment over time and timely interventions. Learners requiring additional support will receive targeted interventions that improve attainment, wellbeing and equity.	- SLT will track attainment and achievement data termly, identifying trends, strengths and areas for improvement. MLN meetings with staff will be used to plan targeted support and monitor the impact of interventions - SLT to create a tracking tool to track the progress of groups of learners over time (e.g. classes, year groups, PEF learners, ASN learners) to monitor impact and make any adjustments to interventions based on evidence.	- Creation of whole-school tracking system with attainment data analysed over time - Improved use of data to inform interventions and targeted support for learners - creation of tracking system for groups of learners to monitor impact of interventions and any continued barriers	SLT to create tracking systems (T1/2) Termly dates in calendar for tracking and MLN meetings (ongoing) Review and evaluate tracking tools – T4			
Learners will experience consistent, high-quality assessment approaches across ELC-P7, leading to more	Creation of whole-school assessment guidelines and assessment folders outlining agreed approaches and expectations.	creation of school Assessment guidelines, and an example assessment folder,	SLT/teaching staff to create guidelines and example folder (T1/2)			



accurate identification of progress and next steps. Learners will benefit from learning experiences that are informed by robust analysis of attainment information.	- Creation of assessment calendar - Analyse NSA data alongside school attainment data to identify strengths, gaps and priorities for improvement - CPL opportunities for staff to develop skills in analysing data - ELC staff meetings/CPL opportunities used to support staff in planning for and evaluating children's progress in learning more consistently	ensuring consistency across the school - Range of robust evidence available to inform planning and interventions and to support professional judgement	SLT to identify CPL opportunities for staff on data analysis (ongoing) HT/SEYP – plan ELC staff meetings (T1)			
Learners will demonstrate progression in play skills including creativity, communication, collaboration, resilience and problem-solving.	- Creation of a tool to track and monitor play skills and learning opportunities across ELC and early years. - ELC and early years staff to work collaboratively to plan and assess play skills and engage in professional learning opportunities/visits to other settings	- Tracking tool created to track skills and learning in play - Increased staff confidence in tracking progress and learning through play experiences	HT/SEYP/P1/P2 staff – (T1/2) Review and Evaluate – T4 SLT to identify settings for staff to visit (ongoing)			
Learners experience consistent expectations of standards and achievement across classes and stages.	- Teaching and ELC staff to engage in Increased moderation opportunities within school and across trio schools, focusing on literacy and numeracy - Creation of school assessment calendar and expectations for assessment across ELC – P7 - Teaching and ELC staff to engage in peer observation activities	- Assessment calendar created, including planned moderation activities within school and across trio schools - Increased staff confidence in professional judgements - Improved attainment in literacy and numeracy for all learners	SLT/Teaching staff (T1/2) HT to include assessment calendar/moderation activities/peer observations in staff calendar (T1) Review and evaluate (T4)			



Priority	NIF: Enhancing health, wellbeing and engagement in learning through positive relationships and inclusive practices					
Context	ELC – P7					
Links to Quality Indicators	1.1 – Self-evaluation for self-improvement 1.3 – Leadership of Change 2.4 – Personalised Support 3.1 – Ensuring wellbeing, equality and inclusion ELC Quality Framework: Leadership of Continuous Improvement and Wellbeing, Inclusion and Equality					
Output(s) <i>What improvement will the learner experience?</i>	Actions Required <i>What will we do to improve the learner experience?</i>	Outcomes <i>What products or outcomes will be created?</i>	Resources <i>Who/What/When</i>	Progress <i>N - Not Started</i> <i>B- Barriers to Starting</i> <i>I - In Progress</i> <i>C - Completed</i> or RAG		
				T1/2	T3	T4
All learners will experience a stronger sense of belonging, inclusion and shared purpose through an updated, relevant school vision, values and aims.	- Review existing vision, values and aims through consultation with pupils, staff, parents and partners via online survey and focus groups. - Co-create and launch a refreshed vision, values and aims which reflect the needs and aspirations of our school community.	- New school vision, values and aims agreed, displayed and embedded across the school community (classroom, displays, website, handbooks) - Series of assembly inputs planned and delivered to support learner understanding - Shared understanding demonstrated through learner and staff feedback	Online questionnaire created by SLT and shared with all stakeholders (T1&T2) Focus group discussions carried out with groups of stakeholders (parents, learners, staff, partners) (T1&T2)			



			SLT to use data gathered to create and launch (T3 & T4)			
Learners will have meaningful opportunities to influence school improvement and see their views and ideas leading to change. Learners will develop an increased understanding of their right to be heard and involved in decisions affecting them. Staff will also develop an increased understanding of authentic Pupil Voice and will consistently promote pupil participation in line with UNCRC Article 12.	- Evaluate current pupil voice groups and participation structures with learners and staff. - Explore ways to involve all learners, including the youngest and those with an additional support need, in pupil voice groups and school improvements. - Plan and deliver professional learning on children's rights and Article 12 with all learners and staff across the school. - Embed rights-based approaches through assemblies, class learning and pupil leadership opportunities.	- Revised pupil participation opportunities through Leaders of Learning groups - Increased opportunities for learners to contribute to school improvement priorities and Increased evidence of pupil-led improvements - Increased staff and learner understanding of Article 12 evidenced through surveys, learning conversations and observations	SLT to work with learners and staff to review and evaluate Leaders of Learning groups from last session (T1) Agree Pupil Participation opportunities for session 2026-27 and implement (T1 and T2) HT to deliver input on Article 12 on August INSET day for all staff Further inputs to be planned by SLT and class teachers for assemblies and staff meetings (ongoing throughout session) RRS group to plan activities to promote further understanding of			



			UNCRC and pupil participation (ongoing)			
Learners will experience consistent, nurturing and restorative approaches across the whole school community that support positive relationships, wellbeing and engagement in learning.	- Implement reviewed and updated Positive Relationships Policy from last session. Share with all stakeholders. - Provide further staff training on restorative practice and clear guidance and expectations on implementation. - Trial use of Glasgow Wellbeing Scale to track and monitor learners' wellbeing	- Revised Positive Relationships Policy shared with all stakeholders and consistently implemented across the school. - Improved understanding of expectations and approaches - Decrease in reactive behaviours in the playground	SLT to share updated policy with all stakeholders (T1) HT to plan training opportunities for all staff on Restorative Practice, Emotion Coaching and Regulation (T1 and T2) Evaluation of policy and training opportunities (SLT with all staff and learners – T4).			
Learners will receive appropriate and timely universal and targeted supports that promote wellbeing, inclusion and achievement. Learners will benefit from increased staff knowledge and understanding around the provision of universal and targeted supports within the classroom.	- Audit current universal and targeted supports across ELC to P7. - Create consistent visuals and support tools to be available in all classroom areas - Deliver professional learning to improve staff understanding of staged intervention, universal supports and targeted approaches. - Strengthen monitoring and evaluation processes. - Develop effective tracking system to monitor impact of interventions on learners	- Increased staff confidence in identifying and supporting the needs of learners - Clear intervention pathways and improved learner outcomes - Consistent supports and visuals in place across ELC to P7 to increase learner independence	PT and Leaders of Learning group to create and share support trolleys for each classroom (containing consistent supports and visuals) – T1 SLT to provide professional learning opportunities for all staff in partnership			



			with EP service (ongoing) SLT to create effective tracking tool to monitor impact of interventions (T1/2)			
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