



Improvement Plan

2024-25

Tullos Primary

Last year	Current year	Next year
<p>Q11.3 Leadership of Change</p>		
<ul style="list-style-type: none"> • New SLT remits with clear responsibilities linked to school improvement action plans (this may change as the SLT changes). • Embed the new school vision and values into the ethos of the school and evaluate. • New staff working groups to support school improvement. • Re-establish the Pupil Council and pupil participation groups to focus on pupil voice to contribute to the life and ethos of the school. • Re-establish partnerships with the local community. 	<ul style="list-style-type: none"> • Robust SLT remits to be established having recruited additional SLT staff • All senior leaders to have a clear strategic direction and involvement in delivering school improvement • Refine and embed the school values in line with the expectations and ensure a shared approach for ALL stakeholders • Re-establish the Pupil Council to capture a whole school approach to pupil voice. There will be an introduction of HGIOurS • Establish new pupil voice groups in line with RRS expectations with clear action plans • Increase partnerships with the local community, involving them in school improvement and gathering impact regularly 	<ul style="list-style-type: none"> • Continue to develop stakeholder awareness of our VVA and ensure that these are firmly embedded throughout the whole school community with a consistent use of language • Link all success and achievements, including wider achievements in and out of school to our VVA • Learners to become more familiar with HGIOurS and use this document for whole school and class self-evaluation • Continue to develop our approach to RRS and ensuing pupil voice is heard and reflected in school improvement planning • Continue to embed partnership working within the local community
<p>Q12.3 Learning, Teaching & Assessment</p>		
<ul style="list-style-type: none"> • Literacy (Writing) – improved pedagogy in writing through CYPIC initiative in P4 and P5 and throughout the school with the local ASG. • Improved pedagogy in numeracy through introduction of the SEAL Maths recovery programme. • Review IDL approach and planning with a focus on skills. 	<ul style="list-style-type: none"> • Teachers will improve learning, teaching and assessment to ensure the needs of all children are met • Robust plan to be implemented detailing staff training developments and reflections for learning and teaching themes 	<ul style="list-style-type: none"> • The learning, teaching and assessment standard developed in year 2024-25 will be embedded • Staff and all stakeholders will have an increased understanding of the T&L expectations at Tullos School. • Curriculum policies will be revisited and clarified having reflected on

<ul style="list-style-type: none"> • Professional development on pupil participation and engagement in their learning including pupil voice. • Continue to develop the Tullos curriculum through digital technology. • Continue to embed the whole-school agreed expectations for learning and teaching. • Review and develop the school Assessment plans. • The effective use of assessment data to inform next steps and achievements with class teachers. 	<ul style="list-style-type: none"> • Revised L&T standard to be devised following this training • The introduction of the Big Maths Approach will supplement delivery of numeracy and resources already being used in school • Improve the quality of learner experiences across the school – this will include planning and pupil voice • Teachers and practitioners will work together more effectively at early level to improve opportunities for learners by using effective play-based learning approaches • Ensure there is a consistent understanding and use of planning formats across school • Increase outdoor learning opportunities for learners at Early level • New assessment and attainment tracking processes established to develop an understanding and overview of progress over time for school and ELC 	<p>previous academic year. Expectations will be very clear and consistent</p> <ul style="list-style-type: none"> • Outdoor learning opportunities to be increased throughout the whole school • CYPIC approach for writing to be rolled out from P3-P7 • Further develop Big Maths approach across school • Curriculum design working party to be established and revisit IDL 3-year plan • Embed play-based learning approaches at early level and consider how this develops into first level
---	---	--

QI3.1 Ensuring Wellbeing, Equality & Inclusion

<ul style="list-style-type: none"> • Review Health and wellbeing policy in line with new initiatives. • Ensuring all members of staff (particularly new staff) have a shared understanding of Our Tullos PLACE. • To continue to embed the CIRCLE Framework within the school 	<ul style="list-style-type: none"> • CIRCLE Framework to be revisited to include all staff. • Up Up and Away to be embedded in ELC • Glasgow Motivation and Wellbeing Profile information and data to be used 	<ul style="list-style-type: none"> • Clear HWB expectations and programme will be developed to ensure a whole school approach • Continue to develop areas and space within school to ensure all learners' needs are being met
--	--	---

<ul style="list-style-type: none"> • To introduce the Up Up and Away Resource to ELC. • To review the use of the strengths and difficulties questionnaires to ensure appropriate supports are identified and implemented. • To implement the use of Kitbags to ensure consistent approaches to restorative practices. 	<p>in line with whole school approaches in class and for assemblies</p> <ul style="list-style-type: none"> • Revisit Kitbags for support staff to use in supporting restorative conversations • Make better use of space and resources in areas of the school used for additional supports e.g. Learning Den and PSA input area • Ensure that all PR&D and CR&Ds are recorded and actioned in line with target setting and line management supports 	<ul style="list-style-type: none"> • Revisit the Hive provision, staffing and resources to ensure the supported classroom is meeting the needs of the identified children at Tullos • Continue to embed Circle and include this in planning and evaluations
<p>QI3.2 Raising Attainment & Achievement</p>		
<ul style="list-style-type: none"> • To improve learning and teaching practice. • To focus on learner engagement in numeracy and Writing. • Developing professional understanding and use of attainment data to inform practice and assessment. 	<ul style="list-style-type: none"> • Use of SeeSaw to be cascaded throughout the whole school • Revisit our attendance procedures, looking at how to improve learner attendance at school by using creative approaches and supports, with a particular focus on vulnerable learners • Develop teacher knowledge and understanding in writing IEPs, ensuring targets are timely and specific • Dyslexia Inclusive Practice (DIP) to be cascaded throughout school following intensive training by SfL staff • Review approach to the delivery of SfL in line with our recovery curriculum for our P4 and P7 learners 	<ul style="list-style-type: none"> • Embark upon Year 2 of DIP ensuring that all classrooms are appropriately resourced and dyslexia friendly • DIP policy for teachers to follow will be devised and shared • Embark upon Year 2 of SfL model and recovery curriculum for identified learners • Child Friendly IEPs to be created with the involvement of all members of the Team Around The Child (TATC)

Q1 – 1.3 Leadership of Change					RAG
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		Who and what is required? (including cost/fund)	
Shared understanding of VVA which informs 3 clear school expectations and forms the basis of the positive relationships policy	All staff can articulate a clear understanding of our VVA and this is evident in the overall ethos of the school culture Confidence surveys Staff questionnaires Observations	<ul style="list-style-type: none"> Revisit the vision, values and aims and positive behaviour policy to ensure they reflect changes in our setting, are meaningful and accessible to all and can truly be embedded in the life of the school. The policy should include the UNCRC and whole school RR charter Devise a child friendly version reflecting both PLACE and Vision Values and Aims (VVA) which will be used in line with all expectations for behaviour moving forwards Review school and ELC vision, values and aims and align these to provide consistency and continuity across school and ELC and support positive transitions. 	Aug 24 Sept 24 Oct 24	All staff	
To Ensure Class Charters are concise, linked to UNCRC and closely aligned to the overarching school positive relationships policy to ensure	All staff can articulate a clear understanding of the UNCRC and this is evident in the overall ethos of the school culture Confidence surveys Staff, parent and pupil questionnaires	<ul style="list-style-type: none"> This will be revisited with staff in line with reviewing the whole school policy and before the beginning of session 2024/25. 	Sept 24	All staff	

clarity and accessibility for all.	Observations				
Whole school approach to positive change in all aspects of school life - influencing positive attitudes to change.	Evidence of a consistent approach and shared understanding to move school improvement forward Positive feedback from staff regarding line management support – evidence through staff surveys	<ul style="list-style-type: none"> • Senior leaders will create conditions which provide creativity and innovation whilst always being mindful of sustainability • Senior leaders have a shared understanding of the strategic direction that the school is moving towards • Leaders at all levels motivate and inspire others 	Ongoing	SLT	
Leadership roles within the SLT are clearly defined	Evidence of a consistent approach and shared understanding to move school improvement forward Positive feedback from staff regarding line management support – evidence through confidence surveys	<ul style="list-style-type: none"> • Senior leaders to effectively guide and manage strategic direction and pace of change • Working parties to be reviewed and expectations on school staff reduced to ensure that staff time is protected to improve learning and teaching 	Ongoing Oct 24	SLT All staff	
Self-evaluation processes are timely, rigorous and involve all stakeholders	Evidence of increased meaningful engagement from parents/carers and pupils. This evidence should inform future school improvements	<ul style="list-style-type: none"> • Self-evaluation to be a consistent part of any staff development so we can continuously reflect and evaluate inputs • Google questionnaire and other feedback data to be collated, easily accessible and used regularly to inform improvements 	Ongoing	All staff SLT	

Q1 – 2.3 Learning, Teaching & Assessment

RAG

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> Teachers should improve learning, teaching and assessment to ensure the needs of all children are met Improve the quality of learner experiences across the school – this will include planning and pupil voice Teachers and practitioners should work together more effectively at early level to improve opportunities for learners at early level 					
<p>Tullos LT&A standard is clearly understood by all staff and is reflected in practice in every classroom. Lessons are stimulating and reflect learners interests to sustain their engagement</p>	<p>Observed lessons will have a clear and concise format covering all areas of the agreed standard.</p> <p>The standard will be visible around school and staff will be able to talk about it.</p> <p>Learners will be able to share what is expected of them in regard to their learning experiences.</p>	<p>Revisit Tullos Learning & Teaching (L&T) standard with all teachers to ensure this is accessible and realises consistency across classes and stages.</p> <p>This will focus on developing a shared understanding of what a good lesson looks like and developing a consistent standard to the range of teaching approaches used by staff.</p> <p>Regular learning and environment walks to be undertaken by SLT to ensure standards are upheld</p>	<p>Oct 24</p> <p>Oct 24</p> <p>Ongoing</p>	<p>All teaching staff</p> <p>SLT</p> <p>SLT</p>	
<p>Effective use of learning time</p>	<p>All timetables will evidence agreed coverage of the curriculum</p>	<p>Purposeful learning to be monitored more closely. Timetables to be audited by line- managers regularly, discussed at SLT and a shared understanding across school to be devised for staff to refer to.</p>	<p>Oct 24</p>	<p>SLT</p>	

	All timetables will evidence that all learning time is accounted for				
Learning intentions and success criteria are used effectively to help children progress in their learning	<p>Learners will be able to articulate what they are learning and why</p> <p>Learners will be able to articulate what knowledge and skills they need in order to progress</p> <p>Learners will be able to articulate what level they are working at</p>	<p>In line with planned work to revisit the L&T standard:</p> <ul style="list-style-type: none"> develop a consistent approach to the use of LI/SC to ensure that learners understand the purpose of their learning and what they need to do to achieve success. 	Sept 24 and ongoing	SLT	
Verbal and written feedback is of a consistently high standard and helps children progress in their learning	<p>Through observations, jotter monitoring and professional discussion it will be clear to determine what learner next steps are</p> <p>Learners will be able to articulate what their next steps are</p>	<ul style="list-style-type: none"> improve the quality of feedback provided to learners to help them understand their progress and next steps in learning through staff development sessions 	Sept 24 and ongoing	AV SLT	
Teacher explanations are clear and support the learning	<p>Learners are on task following teacher input</p> <p>Teachers are actively involved and</p>	<p>SLT to support with:</p> <ul style="list-style-type: none"> Team teaching Modelling Classroom observations Planning meetings and professional dialogue 	August 2024 and on-going	All staff	

activities provided.	<p>supporting in activities after input given</p> <p>Learners can articulate what is expected of them in terms of the activity they have been given</p> <p>There will be evidence of completed tasks in jotters and a reduction in unfinished work</p>	<ul style="list-style-type: none"> • Gathering pupil voice • Jotter monitoring • Feedback to staff 			
Teachers consistently use effective questioning effectively support learning in all classes.	<p>Learners and staff are able to make reference to the Tullos 9 Key Questions and these are used effectively to support learning.</p> <p>Learners are encouraged to challenge themselves and one another.</p>	<p>All teachers are familiar with the Tullos 9 Key Questions, however there is a need to revisit the Tullos 9 Key Questions as part of ‘What Does a Good Lesson Look Like?’ to ensure a shared understanding of effective questioning informs consistent practice across school.</p>	<p>Nov 24</p>	<p>AV</p> <p>SLT</p>	
Learners have increased opportunities to develop independence and lead their own learning.	<p>Learners will be able to demonstrate an increased confidence in leadership in school</p>	<p>Work in partnership with RADS to develop skills for learning, life and work.</p> <p>CT use a variety of ways to consistently seek learners views and prior knowledge is to inform planning</p>	<p>Aug 24 and ongoing</p>	<p>AV</p> <p>SLT</p>	

	<p>Learners will be able to demonstrate an increased confidence in wider achievement and success</p> <p>Learners will be given the opportunity to feed into whole school improvement as part of their class learning</p> <p>Learners will be given the opportunity to provide teachers with contexts for learning based on their interests</p>	<p>Increase opportunities for learners to experience responsibility and contribute to the wider life of the school.</p> <p>Harness learner interests to provide a 'hook' for learners to develop and lead their own learning</p> <p>Embed 'Tullos Thoughts and Talks' as a consistent mechanism for seeking learner voice to inform school improvements</p>			
Learner engagement is improved	<p>Learners will complete their learning in their core classroom area unless otherwise timetables for interventions or support</p> <p>Learners are visibly safe and comfortable in their classroom area</p>	<p>Further develop and improve staff skills in supporting individual needs to ensure continued and improved learner engagement, particularly for those who have additional needs. This will include further use of digital technologies to support learning.</p>	<p>August 24 On-going</p>	<p>SLT All staff</p>	
Robust forward planning formats support teachers to plan using CFE Es &	<p>QA of planning</p>	<p>Forward planning formats will be reviewed to ensure they support teachers to move away from resource-based planning for learning and teaching.</p>	<p>Oct 24</p>	<p>SLT All staff</p>	

Os, progression and benchmarks	Weekly timetables uploaded and QA by line managers	<p>Implement a more robust approach to the quality assurance of forward plans.</p> <p>Feedback on forward plans will be given to staff on a regular and timely basis as identified through the school QA calendar.</p>			
Consistent use of digital technology supports learning and challenges learners appropriately	<p>Learning walks</p> <p>Class Observations</p> <p>QA assurance of planning</p> <p>Audit of technology in school</p>	<p>Continue to develop and extend use of technology by providing support to develop staff skills and confidence in using digital technologies, making use of information from staff questionnaires.</p> <p>Implementation of Seesaw across the whole school. All teachers to ensure photographic evidence of use of technology is gathered.</p> <p>Develop and implement digital skills progression</p>	On-going	<p>JW</p> <p>SLT</p>	
Learners' experiences are effectively differentiated to ensure that all learners are appropriately supported and challenged	<p>Learning walks</p> <p>Class Observations</p> <p>Jotter Monitoring</p>	<p>Further staff training to be delivered to ensure that consistent approaches to differentiation are in place across the school and learners' needs are being met.</p> <p>Establish programme of SLT modelling lessons to support teachers in developing their understanding of differentiation, pace and challenge and approaches to this in the classroom.</p> <p>Stage partners to work together to engage in peer observations/feedback – Benchmark Buddies.</p>	<p>Sept 24</p> <p>Oct 24</p> <p>Nov 24</p>	<p>SLT</p> <p>NA partners</p> <p>ACC colleagues</p>	
Teacher accuracy in assessing achievement of a level is improved	<p>Tracking Meetings</p> <p>PPM information</p>	<p>Continue to work collegiately across school to support consistency of approach.</p> <p>Build on previous ASG moderation sessions in writing, extend and develop this in numeracy and reading.</p> <p>Through staff development enable CT to support one another as Benchmark Buddies.</p>	Sept 24	<p>SLT</p> <p>All staff</p>	
Teachers are gathering a range of assessment	All assessment data will match up	Ensure a range of data is used to triangulate evidence including NSA and SEEMiS tracking of progress and achievement.	Ongoing	SLT	

<p>evidence, including NSA data, and are using this to inform their planning and adapt learning and teaching.</p>	<p>Tracking Meetings</p> <p>PPM Meetings</p> <p>Professional discussions</p>	<p>A robust QA calendar reflects all key dates throughout the year and identifies when key assessments should be undertaken</p> <p>Continue to develop work with schools across the ASG to further improve our shared understanding of national standards and expectations.</p>		<p>All staff</p>	
<p>The use of agreed Formative Assessment strategies is introduced in all classes.</p>	<p>All assessment data will align e.g. teacher judgement/NSA/CEM</p> <p>Tracking Meetings</p> <p>PPM Meetings</p> <p>Professional discussions</p> <p>Lesson observations</p>	<p>Support teachers to develop their use of formative assessment strategies to support learners' understanding of how they are doing and what their next steps in learning are.</p> <p>In line with planned work to revisit the L&T standard, ensure this includes a clear progression for formative assessment and allocate staff development time to support this.</p>	<p>Nov 24</p> <p>Nov 24</p>	<p>AV</p> <p>AV</p>	
<p>Tracking formats are reviewed to provide all information on one document.</p>	<p>Tracking formats</p> <p>Tracking input and professional dialogue at meetings</p>	<p>Review and streamline tracking documentation to have all the information on one document.</p> <p>Review agenda and record keeping for PPMs so that this is a live document which reflects where learners are at any given time. Ensure that this is stored in a shared folder so SFL team can also access this information. Staff training in Sept 24</p> <p>Introduce tracking system in ELC which will feed into the school system at transition.</p> <p>SLT will develop their knowledge and understanding of Power-BI and use this to inform their interrogation of school data.</p>	<p>July 24</p> <p>July 24</p> <p>Sept 24</p> <p>Oct 24</p> <p>Oct 24</p>	<p>AV/LS</p> <p>AV/LS</p> <p>AV</p> <p>SLT</p>	
<p>Progressive outdoor learning opportunities are planned and</p>	<p>A regular programme of progressive learning opportunities is</p>	<p>Deliver training from outside agencies – outdoor nursery practitioner/Lindsay Shepard and Alec Miller to all staff including ELC</p>	<p>February 2025</p>	<p>Lizzie Sinclair</p>	

<p>delivered on a regular basis at Early level.</p>	<p>evident in ELC and P1.</p> <p>Classroom observations</p> <p>Professional dialogue</p>	<p>Outdoor areas to be developed – see action plan for The Hive and ELC allotment.</p>	<p>November 2024 and ongoing</p>		
<p>Play based learning reflects national practice guidance and is being developed in P1</p>	<p>Teacher planning reflects opportunities for children to learn through play</p> <p>Classroom observations</p> <p>Professional dialogue</p>	<p>PEF funded PT to support with developing play-based pedagogy and extending the link between ELC, P1 and P2. This will include modelling, professional dialogue, use of resources, reflective practice.</p> <p>Guidance for CT to develop a shared understanding of what effective play-based learning looks like and how this supports the development of core skills for learners.</p> <p>Supporting staff skills with observation to inform both intentional and responsive planning. This will enable CT to use SeeSaw to share the learning and progress with parents.</p>	<p>June 2024</p> <p>Ongoing</p> <p>October 2024</p> <p>October 2024</p>	<p>Claire Duncan</p>	

Q1 – 3.1 Ensuring Wellbeing, Equality & Inclusion					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Ensure that wellbeing data is being shared with all staff to inform planning	GMWP data x2 year Shine data SHANARRI discussions	Data to be shared with staff on a timely basis. Use data to identify needs, patterns and trends over time. Lesson plans and whole school assemblies/approaches to be in line with any findings.	Ongoing	AV/AMack SLT All staff	
Senior leaders to ensure that teaching staff, ELC staff and PSAs are being supported regularly	PR&Ds CR&Ds Line management processes Supporting staff attendance procedures	Line managers are available to support department staff daily. Line managers to provide feedback on a regular basis. Whole school staff wellbeing activities and approaches to be offered to staff both in terms of physical and mental health.	Ongoing	SLT SLT SLT	
The whole learning community has a shared understanding of wellbeing and children's rights	Staff are able to articulate what the 3 school UNCRC rights are and why we have chosen them for our charter	Whole school charter to be devised along with all stakeholders. Embark upon the Bronze RRSA. Establish a RRS pupil focus group.	Sept 24 Sept 24 Oct 24	L. Sinclair L. Sinclair	

<p>Use of Circle Framework is embedded to support inclusive practice.</p>	<p>Classroom environments reflect good inclusive practice and learner needs are being met.</p> <p>Learner engagement is improved.</p>	<p>Revisit the use of the Circle Framework to include all new staff and a refresher for all.</p> <p>Training to be offered as a voluntary twilight session for staff.</p> <p>In Term 3 to re-introduce Circle evaluation info into PPM paperwork as another measure of success/tracking.</p>	<p>October 24</p> <p>November 24</p> <p>January 25</p>	<p>L. Sinclair/ C Gormley</p>	
<p>We comply and actively engage with statutory requirements</p>	<p>Audit of training</p>	<p>A robust Quality Assurance (QA) calendar to be created with clear timescales for audits and deadlines.</p> <p>The QA Calendar is adhered to in terms of legislative expectations in school and ELC.</p>	<p>June 24</p> <p>Ongoing</p>	<p>AV</p> <p>All SLT SEYPs</p>	
<p>Ensuring inclusion is at the heart of our offer, using effective strategies to ensure increased attendance</p>	<p>Increased attendance of our hard-to-reach learners</p>	<p>Ensure robust implementation of the ACC Attendance policy.</p> <p>Continue to build on and develop strong links with HSLO and other agencies which can support attendance.</p> <p>Introduce robust evaluation of attendance statistics and subsequent meeting planning alongside school admin and HSLO.</p>	<p>AV</p> <p>Admin HSLO</p>	<p>AV</p>	

QI – 3.2 Raising Attainment & Achievement **RAG**

Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		Who and what is required? (including cost/fund)	

- **Teachers and practitioners should ensure they track progress and achievement more effectively – this will help learners to overcome barriers and support learners to aspire to do their best**

The introduction and development of the Big Maths approach will provide guidance for staff	Increased consistency for learners across all levels	Training and development opportunities for staff in this approach will be provided.	June 2024 and ongoing	PD	
	Increased attainment in numeracy	Team teaching and modelling opportunities to be provided by ASG Principal Teacher of Transition and Raising Attainment.	Ongoing	PD	
The SLT will develop a tracking system using a range of assessments, including standardised assessments, to robustly track individual learner progress over time.	Tracking documentation details progress over time and includes termly assessment data, NSA and other standardised assessment information.	More robust analysis of the attainment of different cohorts of children, as they move through the school will provide additional information to support senior leaders and teachers to identify any patterns of attainment or gaps in learning for different groups of children.	July 24	AV/LS	
		Analysis of CfE and tracking information (school profile data) highlights trends. Scrutiny of NSA data informs discussion with class teachers and triangulates evidence.	Ongoing	SLT	
		As part of ASG development work the need for more robust standardised assessment information at P2,	Ongoing	SLT	

		<p>P3, P5 and P6 has been identified and we have collectively agreed to use CEM to support this.</p> <p>Continue to develop tracking and monitoring systems to ensure analysis of CfE and tracking information (school profile data) highlights trends and this information informs planning, including planning for specific interventions.</p> <p>Robust analysis of the attainment of different cohorts of children, as they move through the school, will provide additional information to support senior leaders and teachers to identify any patterns of attainment or gaps in learning for different groups of children.</p>	<p>Ongoing</p> <p>Oct 24</p>	<p>SLT/VW</p> <p>AV/LS</p>	
<p>Individual planning (including IEPs) identifies strategies to support individual progress and attainment, which are reviewed termly by teachers and learners.</p>	<p>There will be increased staff understanding of the needs of the most disadvantaged learners and identification of appropriate interventions to support them to inform planning.</p> <p>IEPs and Child's Plans evidence planning for individuals and progress towards individual targets.</p>	<p>Continue to develop teacher agency in identifying attainment gaps and planning effective interventions to support through the whole school Dyslexia training and professional discussions through PPMs with line managers and SfL staff.</p> <p>Review content and format of IEPs to ensure they are an effective tool and are fit for purpose.</p>	<p>Ongoing</p> <p>Sept 24</p>	<p>AV</p> <p>SLT</p>	
<p>Termly pupil progress meetings between class teachers and SLT support</p>	<p>Evidence from pupil progress meetings.</p> <p>Learners are making expected progress.</p>	<p>Ensure tracking data is updated by teachers termly and moderated in PPMs. All teachers will have regular tracking meetings (PPMs) with SLT to discuss individual children's progress. Through professional dialogue, interventions will be</p>	<p>Termly</p>	<p>SLT</p>	

<p>teachers to plan universal and targeted support, including appropriate interventions for learners in their class.</p>		<p>discussed and planned for children facing barriers to their learning. This will be recorded and reflected in teachers' planning for individuals.</p> <p>SLT to support Class Teachers to have high yet achievable aspirations for all individuals.</p>			
<p>Support for Learning Teacher time is protected as much as possible and a robust plan for SfL is in place using data to identify core groups of children who need targeted support.</p>	<p>SfL plans, regular reviews and PPM meetings will evidence expected pupil progress.</p> <p>SfL teacher will evidence the impact for learners using our Equity tracker.</p>	<p>The SfL teachers will support learners both in small groups and in class.</p> <p>DHT and Sfl teacher will undertake the DIP Dyslexia training over a 5-week period. Dyslexia Outreach staff will deliver training to all teachers as part of our work towards establishing this as a universal support across all classes.</p> <p>PSAs will take part in 2 sessions of training led by the Dyslexia Outreach Service.</p> <p>A small budget will be given to SLT to support resourcing our dyslexia friendly school – toolkits.</p>	<p>Ongoing</p> <p>Aug – Oct 24</p> <p>Sept 24</p> <p>Nov 24</p>	<p>LS/VW</p> <p>CTs</p> <p>LS/VW</p> <p>PSAs</p> <p>LS/VW</p>	
<p>PEF funding supports a sustained and targeted focus on raising attainment in literacy and numeracy.</p>	<p>Attainment in literacy and numeracy is increased.</p> <p>Impact on attainment will be evident from the Equity tracker.</p>	<p>Review focus of PEF funding to reflect need to raise attainment in literacy and numeracy.</p> <p>Develop tracking system and use of Equity Tracker to evidence impact of interventions funded through PEF. Allocate PEF monies for specific resources to support SFL interventions.</p> <p>Barnardo's Support Worker engaging with families to improve attendance and engagement. PSAs delivering specific programmes. This support needs to be further tracked to ensure we can evidence impact</p>	<p>June 24</p> <p>Nov 24</p> <p>Oct 24</p>	<p>AV</p> <p>AV and Suzie Wood</p> <p>AV/AMack</p>	

<p>Effective partnerships provide opportunities for our learners to develop a range of skills and attributes, experience wider achievement and take part in extra-curricular activities at no cost to families.</p>	<p>Increased number of learners accessing a range of opportunities both during and after school</p>	<p>Continue to extend extra-curricular offer across school and work with partners to develop opportunities for younger age groups to attend out of school activities.</p> <p>The establishment of a variety of lunchtime and after school clubs is planned to provide additional opportunities for pupils.</p> <p>Pupils' learning and achievements will be shared with parents and carers through the introduction of Seesaw. This will enable parents and carers to share both learning and other achievements from out of school more easily.</p>	<p>Aug 24 and ongoing</p>	<p>AV/CD</p>	
			<p>Aug 24</p>	<p>AV/CD</p>	
			<p>Sept 24</p>	<p>All staff</p>	
<p>Partnerships will allow for existing Cost of the School Day initiatives to be refreshed and shared widely to ensure they are accessible to all.</p>	<p>All children will have the opportunity to access and wear the school uniform and feel part of the school community.</p> <p>All children will have appropriate clothing to ensure they can be warm and ready for school.</p> <p>All children will have the opportunity to access sportswear and weather appropriate footwear.</p>	<p>Pre-loved school uniform will be available for parents and carers to access.</p> <p>Our first "Pop up shop" will take place in November 2024 as part of the partnership with AberN which will ensure all learners have access to warm winter clothing to include footwear, jackets and other accessories.</p>	<p>Nov 24</p>	<p>AV</p>	
			<p>Nov 24</p>	<p>AV</p>	

ELC only

Improvement Outcomes What do we aim to achieve	Measures of Success How will we know that this has been achieved? What evidence will we have?	Action Required What do we need to do?	Timescale	Resources Who	RAG
Transitions into ELC 2.6					
Positive and interactive inductions and transitions into ELC	100% of parents/carers will have attended the session and any questions will be answered. Parent questionnaires Pupil voice will be gathered	Parents/carers will be invited to an induction session with their child. Parents/Carers will have the opportunity to speak with ELC staff about their child and ask any questions. ELC staff will prepare the nursery environment to welcome new families to view. The environment will be set up to allow parents to see what learning experiences are available. Powerpoint shared with all families detailing the expectations at Tullos ELC. SEYP will support families to complete personal plans and any relevant paperwork. SEYP/key worker will support parent to	Aug 2024 and ongoing	ELC staff	

		complete personal plans and share these with all staff. These will be reviewed each term.			
Sharing children's learning and progress 3.2					
To recognise and celebrate children's achievements at home and in ELC	<p>Families will share achievements and learner's pictures will be taken and uploaded onto SeeSaw.</p> <p>An increased number of SeeSaw posts from home will be shared by learners.</p> <p>All children will receive a special sticker/certificate to take home.</p>	<p>SEYP to ensure families are aware of how to share their child's achievement through sending out a newsletter.</p> <p>Children's achievements will be acknowledged and displayed where all families can access</p>	October 2024	ELC staff	
Children will have more opportunity to use their emergent writing in a meaningful way	<p>Children's writing will be displayed around the setting.</p> <p>Observations.</p>	<p>Practitioners will ensure they are providing a range of opportunities for children to develop their writing skills in a variety of real-life contexts.</p> <p>SEYP to include this evidence in peer monitoring and room audits.</p>	Jan 2025	ELC staff	
Family Learning 2.5					
Parents / Carers will have opportunities to	Parents/Carers will attend sessions such as	Organise regular sessions for stay and play.	August 2024	ELC staff	

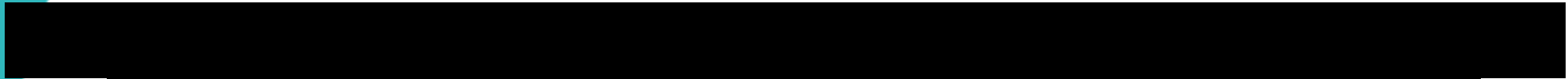
<p>stay and play within the nursery and attend extracurricular activities.</p>	<p>Bookbug, child smile. Parent and staff questionnaires. Staff will record families' feedback and use this to plan further events.</p>	<p>Regular reminders to be sent out to increase engagement. Encourage parents to opt in to stay and play at any time. Parents will fill out a stay and play evaluation form.</p>	<p>January 2025</p>		
<p>Families to attend target support sessions</p>	<p>Attendance will increase for harder to reach families</p>	<p>Provide a safe space for supportive and difficult conversations To run a parent group monthly in line with planning/targeted support</p>	<p>August 2024</p>	<p>SEYP HT</p>	
<p>Learning experiences 2.3</p>					
<p>Children to be given more experiences in phonics and rhyming</p>	<p>Children's literacy trackers will be updated according to achievements. There will be measurable Improvements in children's language skills.</p>	<p>SEYPs to ensure language rich activities are provided and regularly refreshed, which deliver a focus on phonics and rhyming. Work in partnership with other agencies to provide a range of opportunities to develop children's language skills, such as Bookbug, SALT, Big Noise.</p>	<p>Ongoing</p>	<p>ELC staff</p>	
<p>Learning will be enriched by embedding use of digital technologies</p>	<p>Learning observations will show an increase in use of digital technologies.</p>	<p>Practitioners will ensure daily opportunities for children will develop, extend and demonstrate their digital skills through</p>	<p>August 2024 and ongoing</p>	<p>All ELC staff</p>	

<p>within the ELC setting.</p>	<p>All ELC staff will report increased knowledge and confidence in how to embed digital technologies within the ELC.</p>	<p>everyday learning activities. Digital resources will be easily accessible to learners. Evidence will be recorded in children's online learning account (SeeSaw)</p>			
<p>Children will understand their next steps and ways they can achieve them and in a language they can understand.</p>	<p>Children will know where to find their next steps (targets). Children will be able to articulate their next steps.</p>	<p>Supported by the HT, all ELC staff will work together to devise a child friendly, visual system to record children's next steps/targets that are accessible to children and families. Practitioners will spend time fortnightly with their key children discussing their learning and ensuring that they are using language to support children's developing understanding of the skills they are learning, how they are doing in their learning, what they need to do to achieve success and what their next steps in learning will be.</p>	<p>September 2024</p>	<p>All ELC staff</p>	
<p>There will be evidence of high quality and quantity written observations</p>	<p>Written reports will consistently reflect use of the language in the progression planners.</p>	<p>High quality learning experiences will be recorded in the Floorbook, linked to CfE.</p>	<p>From August 2024</p>	<p>All ELC staff</p>	

	SeeSaw observations and reports will reflect a more consistent use of the language of learning.	SEYP to monitor online reports/ observations and support EYP/SW. SEYP to model high quality written reports.			
Children to be confident leading their own learning and taking part in the planning process.	Children will be able to talk about their own learning. Responsive planning will be visible in the floor book, spontaneous observations and reports.	Additional training at INSET to ensure consistent approaches for all ELC staff. Practitioners will discuss children's learning with them on a regular basis, with a focus on talking about the skills they have mastered and what they would like to learn or improve on. Practitioners to show children and families where their targets can be found displayed in the setting.	August 2024 and ongoing as per QA	All ELC staff Families/partners	
Enhancing the outdoor learning environment to maximise learning opportunities.	Learning observations will show rich learning experiences outdoors. Photographic evidence on a working wall. Most children engaged in outdoor learning. All ELC staff will report increased confidence in	Staff will work in pairs to improve targeted areas of the outdoor space. Identified staff to attend Outdoor Learning training and cascade to staff team.	Ongoing Nov 2024	All ELC staff	

	making our outdoor provision a rich learning environment.				
For all staff to be familiar with Highland Literacy, Bumps to Bairns to support learners not yet achieving or on track.	Staff will use the resource to provide targeted support and this will be reflected in children's trackers and reports. QA from SLT	SEYP to source additional information on this resource and share with the team. Staff training to be delivered in Nov 2024	September 2024 November 2024	All ELC staff All ELC staff	
	Staff will have increased confidence and skills in supporting learners with communication needs.	All ELC staff will report increased confidence in supporting learners with communication needs. Observations will show all ELC staff are supporting learners communication needs effectively.	Staff will work alongside other agencies to support learners with communication needs e.g. Speech and Language Therapy. Staff training delivered in Nov 2024	Ongoing Nov 2024	All ELC staff

Meaningful observations and tracking 2.3				
<p>Practitioners are gathering a range of evidence and data and are using this to inform their planning and adapt learning and teaching approaches.</p>	<p>Trackers will show clear progress of children's learning throughout their time in Tullos Nursery.</p> <p>Trackers will be used successfully to inform individual children's progress and planned next steps.</p>	<p>HT will liaise with colleagues and the central team to devise a manageable digital tracking system for ELC to utilise.</p> <p>SEYP will attend school tracking meetings to ensure we developing our approach to collection and use of data alongside the school to promote consistency as children move from ELC into P1.</p>	<p>3x per year with HT</p> <p>Nov</p> <p>March</p> <p>June</p>	<p>HT</p> <p>SEYP</p>
<p>Circle framework 1.3</p>				
<p>Use of CIRCLE Framework will become further embedded in practice to support inclusive practices and learner engagement.</p>	<p>Staff will have developed a range of targeted strategies to support individual learners.</p> <p>Staff will have used the circle framework</p>	<p>SEYP and some staff are already trained in CIRCLE. Remaining staff will be trained in the use of this resource.</p> <p>Use of CIRCLE Literacy Rich Environment Toolkit will be built into QA Calendar and support</p>	<p>November 2024</p> <p>August 2024</p>	<p>All ELC staff</p>



	<p>environment tools to support self-evaluation.</p> <p>Staff will have a clear understanding of what works well.</p> <p>Staff will have clear observations of how our nursery environment, routines, motivation, and skills support or challenge each child's learning.</p>	<p>provision of an inclusive learning environment.</p> <p>Staff to continue to develop confidence and familiarity with the Literacy Rich Environment Tool, the Risk and Resilience Tool and the Wellbeing Tool, building confidence to use this in their practice.</p> <p>Staff to use the literacy rich tool to self-evaluate and develop each area.</p>	<p>Termly</p> <p>August 2024</p>		
--	--	---	----------------------------------	--	--

