



HMIE Action Plan: Learning, Teaching and Assessment: The Quality Indicator was evaluated as weak.

<ul style="list-style-type: none">• School leaders and teachers must review and improve their approaches to learning, teaching and assessment.• All staff must work together to agree shared expectations and approaches to improve the behaviour and engagement of all learners across the school.• Senior leaders need to continue to support teachers to develop confidence in making accurate professional judgements about children’s progress and attainment.• Teachers need to develop a deeper understanding of national standards.			<ul style="list-style-type: none">• They should ensure all children experience high quality, well planned learning and teaching that is matched appropriately to their learning needs.• Improved pupil engagement in learning across the school.		
Improve the quality of Learning and Teaching across the school.					
Next Step from SIF	What do we want to achieve?	How are we going to achieve it?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Who/When By	RAG Rating
<ul style="list-style-type: none">• Develop children’s learning through consistent high-quality learning and teaching in all classrooms.• Develop teaching staff’s professional skills in ensuring high quality learning and teaching experiences are	<ul style="list-style-type: none">• Approaches to learning and teaching will be consistent across the school with all learners experiencing high quality learning and teaching.• Pupils’ engagement and motivation for learning will increase.	<ul style="list-style-type: none">• Staff to use learning and teaching documents to gather evidence of individual and whole school progress in improving quality of learning and teaching including consistent implementation of shared expectations.• Staff to agree on learning attributes to support raising expectations of learners and increased engagement.• Baseline and summative data to be collected to measure impact of Northern Alliance professional learning in relation to effective	<ul style="list-style-type: none">• Across all classes there will be a consistent use of Learning Intentions and Success Criteria which improves pupils’ learning and engagement.• Quality Assurance evidence, including pupil voice, of 3 and 5 star learners will show the impact of learning attributes across the school.	<ul style="list-style-type: none">• Teaching Staff• Pupil Support Staff• Senior Leaders. <p>(November 2025)</p> <p>Teaching Staff Pupil Support Staff Senior Leaders</p>	

Together Everyone Achieves More (T.E.A.M. MP) – Where Everyone Matters

*We aim to be ready to learn, engaged in learning and leading the learning by developing the values of
Safe and Healthy, Respect, Resilience and Aspiration.*



consistently applied across all learners' experiences.	<ul style="list-style-type: none"> Increase in all staff's professional awareness and confidence in delivering creative and high quality learning experiences. Increase in professional awareness of leading the learning. 	<p>questioning and increased staff skills in facilitating learning.</p> <ul style="list-style-type: none"> Consolidate the use of the shared overviews/approaches to Learning, Teaching and Assessment to impact on consistent experiences for all learners. All teaching staff will engage in professional learning which supports their own identified development needs to ensure consistently high quality learners' experiences. 	<ul style="list-style-type: none"> Across all classes there will be an increase in children's creativity and curiosity in learning through increased quality of questioning and effective use of plenaries. Evidence will show an increase in consistency across learners' experiences. Staff will evidence the impact of CLPL within their classrooms and approaches to learning and teaching. PR&Ds will evidence completion of targets for GTCS registration. 	<p>Baseline – completed Summative (December 2025)</p> <p>Teaching Staff Senior Leaders (On-going)</p> <p>On-going</p> <p>Teaching Staff (June 2026)</p>	
Children will be able to lead their own learning by identifying strengths and next steps.	<ul style="list-style-type: none"> All children will be able to express themselves (not necessarily verbal) about learning and next steps. 	<ul style="list-style-type: none"> Develop the use of self and peer assessment from CYPIC model across other curricular contexts. 	<ul style="list-style-type: none"> Quality assurance evidence will show that helpful written feedback, which supports learners 	<p>Teaching Staff Pupil Support Staff Senior Leaders.</p>	



<p>Develop consistent approaches to assessment and extend skills in self and peer assessment.</p> <p>Assessment information to be used effectively to support raising attainment.</p>	<ul style="list-style-type: none"> • All classes will embed 3 and 5 star learners to impact on pupil learning. • Staff will increasingly evidence the use of assessment data within planning and evaluations. 	<ul style="list-style-type: none"> • Continue to develop the use of 3 and 5 star learner approach to ensure consistency across the classes. • Senior Leaders to continue to support teachers' confidence in analysing assessment data to identify gaps in children's learning and plan, monitor and review to ensure interventions are effective in classes. • Continue to develop planned approaches to moderation activities to increase accuracy of teacher judgements of attainment. 	<p>to make progress, will be consistently used across the school.</p> <ul style="list-style-type: none"> • Pupil voice and learning evidence will show that self and peer assessment is positively impacting on pupil learning and progress. • Assessment data will evidence impact from interventions on learners progress and attainment. • Termly learning and teaching meetings will evidence the following: <ul style="list-style-type: none"> - Increased use of data within planning. - Increased confidence in staff discussing the use of data and impact of learning and teaching approaches. 	<p>(On-going)</p> <p>Teaching Staff Senior Leaders.</p> <p>(On-going)</p>	
<p>Improve learners' engagement across the school by staff agreeing shared and raised expectations for all learners' behaviour.</p>					



<p>All staff will consistently apply expectations and boundaries for pupil behaviour to support improving pupil engagement in learning.</p>	<ul style="list-style-type: none"> • All pupils will positively engage in learning. • All pupils will interact positively with each other and support peer learning. • All staff will be committed to ensuring consistency across the school in relation to behaviour and expectations. 	<ul style="list-style-type: none"> • On-going work around Trauma informed and restorative practices. • Continue to develop approaches which will empower staff to create safe, purposeful learning environments. • Continue to develop relationship centred approaches to support all learners to be ready and engaged in learning. • Continue to develop the use of Rights / relationship policies in day to day activities in school to support the use of them as a tool for change. • Staff to agree appropriate use of school day to support learners' engagement and motivation and increase quality learning time. • Interventions to continue to be planned for children who require support, or increased challenge in their learning. 	<ul style="list-style-type: none"> • Engagement levels of pupils will increase and improve pupil learning. • Pupil voice will reflect that pupil feel supported by all adults within our school through positive relationships. • Increase in the number of pupils who are ready to learn. • Data around behaviour incidents will decrease. • RISE Wellbeing data will show connection scores of 6+ across all year groups. • Quality Assurance evidence of learners' engagement will show an increase in engagement scores. • Pupil voice will evidence increased motivation for learning across all classes. 	<ul style="list-style-type: none"> • All staff • Pupils • Senior Leaders • Partners <p>6th May 2025 – Agreed Expectations</p> <p>Reviewed August 2025 In-Service</p> <p>Reviewed November 2025.</p> <p>Senior Leaders Teaching Staff Pupil Support Staff</p> <p>(On-going)</p>	
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Pupil Experiences and Learning Opportunities					
<ul style="list-style-type: none"> Provide more open-ended child-initiated activities to extend children's thinking and learning in their play. All classes to increase children's engagement in learning further through well planned enquiry-based approaches. Plan opportunities for children to apply learning in new and unfamiliar contexts. 	<ul style="list-style-type: none"> All play opportunities will deepen and enrich pupil learning. Skills for learning will be embedded within all learning contexts. Pupils will have an increased opportunity to apply their learning in a variety of contexts. Increased and consistent use of high-quality outdoor learning experiences to enrich learning. 	<ul style="list-style-type: none"> Senior Leaders to develop progressive pathways and increased opportunities for children to develop skills in both Digital literacy and Outdoor Learning across all classes. Approaches to IDL to be extended to include using a variety of learning contexts to support deepening learning and using skills. All staff to be involved in CLPL to support approaches to Active Learning. 	<ul style="list-style-type: none"> There will be a clear digital learning progression and outdoor learning pathways in school. All staff will evidence using it within their planning for learning. All pupils will be able to articulate what skills they have been learning. Staff will evidence through planning the different contexts for learning being used. There will be increased evidence of active learning being used to support skills for learning, work and life. 	Senior Leaders (completed February 2025)	
				Teaching Staff Pupil Support Staff Partners Pupils On-going	
				Teaching staff December 2025	



<ul style="list-style-type: none"> Develop how planned learning will be appropriately assessed including the use of observations within play-based learning to inform planning. Develop the use of evaluations to support ensuring that planning is responsive to children's needs and learning. 	<ul style="list-style-type: none"> Increased focused learning time, which improves attainment and ensures pace and challenge. Robust data which is consistently used by all staff to impact positively on learners. Consistent and robust planning for learning across the whole school. Increased staff confidence in evaluating learning and teaching. 	<ul style="list-style-type: none"> Teaching staff to continue to work together as stage teams to support moderation of planning for learning, sharing the learning and the use of assessment data to address gaps. Assessment calendar to be further developed to include specific on-going assessment. Medium term planners to be reinstated to support recording how pre and post assessments are used Senior EYP and ELC team to share their professional learning around the use of observations to plan for learning. 	<ul style="list-style-type: none"> Teacher planning will evidence the use of assessment effectively across planned learning. Teacher's planning will evidence the use of assessment to inform and adapt planned approaches to learning. Pupil voice and progress will show evidence impact of well planned learning and interventions. P1 staff will have evidence of quality observations which are used effectively to inform planning. 	<p>Teaching Staff (Reviewed December 2025, June 2026)</p> <p>Senior Leaders Teaching Staff (completed – implemented August 2025)</p> <p>Senior Leaders Teaching Staff. (April 2025)</p> <p>SEYP HT P1 Team ELC Team (May 2025)</p>	<div></div> <div></div> <div></div> <div></div>
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