

# Quarryhill School



## Action Plan 2024-2027

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## Quality indicators gradings by Education Scotland – April 2024

Quality indicators for the primary school		Evaluation
Learning, teaching and assessment		weak
Raising attainment and achievement		weak

Quality indicators for the nursery class		Evaluation
Learning, teaching and assessment		weak
Securing children's progress		satisfactory

# Early Years

## 2.3 C 3.2



# Early Level (ELC and P1)

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes For Learners	Timescales	Evidence and confirmed completion	Next steps
<b>Environment/spaces</b>  Staff need to improve a few spaces to sustain children’s play for longer periods of time.	Establishing routines and continuous provision to ensure breadth and depth of curriculum.	Children will have access to an enabling environment that promotes independence, curiosity, choice and creativity.	Ongoing	P1- Spaces developing in P1 classrooms with resources to accommodate more opportunities to learn through play.  ELC - Quality improvement visit in February showed that meaningful changes had been implemented in the outdoor spaces with involvement from learners. Indoor spaces had been well developed with spaces for rest and relaxation available. During a visit in March 2025, learning contexts supported many different types of play.	Consider how to further develop outdoor play to incorporate numeracy and literacy.  Ensure sensory play is part of continuous provision.
	Develop sensory room	Opportunities for meaningful literacy and numeracy will be available throughout the space to promote children’s progress/development.	Completed Feb 2025		
	Regular audit of how children are using the space. Using this information to develop the space.		Ongoing		
	Ensure the space is numeracy and literacy rich		Ongoing		
All children would benefit from increased opportunities to apply their skills, test out their ideas and explore their interests in more depth.	Children’s voice should be evidenced through Working walls to showcase and celebrate learning and achievements	Practitioners and children will take ownership of the ELC environment.	Ongoing		
	High-quality, open-ended resources available both indoors and out		Completed Feb 2025 – to be regularly reviewed		
All children would benefit from increased			Ongoing	ELC practitioners are completing environment audits for their context areas twice termly – action taken to improve areas	
	Practitioners to take responsibility for individual contexts.				

<p>opportunities to mark make for a purpose.</p> <p>Most children would benefit from a wider range of more challenging numeracy and mathematics experiences through play and real-life contexts.</p> <p>All children would benefit from continued use of the language of wellbeing to help them express and understand how they feel.</p> <p>Most children are ready for increased leadership opportunities across their nursery experiences</p>	Professional development opportunities for practitioners to reflect on quality interactions and spaces to extend learning.			and ensure experiences link with intentional planning.	This now needs to happen in P1
			Will be regularly revisited	QA visits have indicated that experiences and spaces are well developed as a result of practitioner CLPL.	
	Outdoor learning should always be available for the children		Complete Feb 2025	Outdoor learning available daily and planned into daily routine. This is evidenced by QA visits in Feb and March 2025 and general observations. P1 attend ELC one afternoon a week to access outdoor area.	Sharing practice across Early Level - interactions now need to extend learning consistently.
	Termly practitioner observation completed by SEYP/HT with specific focus linked to Realising the Ambition (experience, spaces, interactions).		Ongoing	P1 staff still to complete with HT. Some evidence in ELC.	Needs to be regular feature of QA procedures.

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Observation, assessment and planning for learning:</b></p> <p>HT and practitioners should build and strengthen their shared understanding of these new planning approaches.</p> <p>There is not yet an appropriate balance between responsive and planned learning that supports children to build on and develop further their skills.</p> <p>The quality, and use of staff's observations and identification of next steps needs to improve. Children's next steps in learning should better influence the planning</p>	Establish systems for tracking individual learners progress. Link to both developmental overviews and E&O benchmarks	Children will benefit from a wider range of more challenging literacy, numeracy and health & wellbeing experiences through play and real life contexts.	ongoing	Tracking spreadsheets started in nursery continued to P1. This supports building on prior learning and the tracking of learners over time. It has also meant that ELC staff feel more valued through recognition of their judgements regarding progress of learners.	Review and evaluate
	Introduce 3 progress meetings a year(HT, SEYP & EYP). Ensure termly data discussions are undertaken with SLT (Nov, Feb, May). HT to analyse data to identify trends/areas for improvement.	Children will be making appropriate progress in their learning, supported by practitioners who effectively plan for this.	Meetings part of QA calendar	Across early level, data discussion have taken place with new systems established. As a result, practitioners have a good understanding of learners progress and plan accordingly.	
	Establish key worker system and empower practitioners to take lead in planning for their key children's learning.	Children will benefit from a balance of responsive and intentional planning experiences, that reflects enjoyment, personalisation and choice.	In place in ELC	Evidence of Key worker system in place in ELC.	
	Professional dialogue to be recorded where appropriate		System to be fully established by Aug 2025	Process underway- evidence of planning discussions, SEYP/HT meetings, professional box meetings.	
	Ensure planning considers short term, medium term and long terms planning (bundles, continuous review/audit)	Practitioners will embed and confidently use planning systems to ensure breadth, depth and	To be completed by Aug 2025	Early Level planning meetings took place terms 1, 2 and 3 with HT. The focus has been to	This now needs to be used to ensure play experience reflect prior learning which was not evident in the quality improvement visit in March 2025. Play pedagogy will become a focus of practitioner enquiry next session. Time for



<p>of spaces, experiences and interactions</p> <p>The HT and senior early years practitioners should now ensure that they develop processes to track and monitor the progress of children with additional needs more effectively.</p> <p>Practitioners should ensure what they know about children's achievements is used to influence their planning for individual children.</p>	HT/SEYP - create a shared vision/guidance material illustrating ELC/Quarryhill planning systems (intentional, responsive and personal planning).	relevance of curriculum coverage.	To be completed by Aug 2025	develop planning for play that meets the needs of learners and staff. Staff are reflecting on practice and supporting each other to develop quality planning. Some staff have been released from class to focus on this in more depth. Confidence is slowly building; however, some staff require more support to develop their understanding of the theoretical principles behind play pedagogy.	this will be built into the Working Time Agreement and this will be a focus of professional development review discussions
	SEYP to carry out termly audits of personal plans and observations.	Children's learning is planned for by practitioners who make meaningful and relevant observations/assessments, confidently identifying developmentally appropriate next steps.	Ongoing		
	Establishing weekly/fortnightly planning meeting with all practitioners that will:	Shared understanding of tracking system, and increased staff confidence levels linked to achievement of a level, will improve forward planning for individuals and cohorts.	Ongoing	ELC – Processes in place with practitioner interaction – Seesaw provides evidence. Planning and observation policy established and regularly reviewed. Practitioners engaging with planning process and meeting fortnightly. Bundling has been reviewed and adapted in August 2024; this now needs to be done across the school.	All staff need to develop their confidence in supporting Interactions which connect with intentional planning focus.
	<ul style="list-style-type: none"> <li>- Empower and upskill practitioners to use newly embedded planning process.</li> <li>- Using practitioners observations to plan for next steps in learning</li> <li>- Plan for literacy and numeracy rich experiences eg rhymes, stories</li> <li>- Using Progression Pathways to support and plan appropriate next steps.</li> </ul>	Personal plans are used effectively to meet learners needs.	Ongoing		Planning/learning points need to be consistently identifiable within the play contexts
	All Personal Plans to be updated to include a clear support strategies	Learners strengths and areas for development are clearly tracked and monitored.	Ongoing		
		Tracking systems inform planning.	Ongoing	Warm and positive interactions have been observed in the ELC	



	<p>section. Record keeping linked to Personal Planning to be accurate and kept up to date.</p>			<p>and P1. However, quality assurance observations in March 2025, showed more reference to prior learning. The Seesaw observations in ELC link to prior learning. Seesaw planning and observation policy in place.</p>	<p>This now needs to be extended into P1.</p>
	<p>Practitioners - use national practice guidance to increase further their knowledge and understanding of the role of the adult to support children's learning.</p>		Ongoing	<p>All practitioners aware in P1. Input for ELC staff in May 2024, focusing on RtA. Early Years staff to familiarise themselves with new quality framework.</p>	<p>More CLPL required and opportunities for good practice identified and shared.</p>
	<p>SEYP/HT to track and monitor progress of learners with additional needs.</p>		Ongoing	<p>Discussions around ASN and data captured. This informs decisions around allocation of resources.</p>	

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Practitioner development and looking outwards:</b></p> <p>The HT and senior early years practitioners should now ensure that they develop processes to track and monitor the progress of children with additional needs more effectively.</p> <p>Senior leaders should develop the skills and confidence of the team in how to develop further and measure and the impact of such strategies on children's progress</p>	Visits to other settings which will focus on: Literacy and Numeracy, Cosy Spaces, Outdoors, Leadership for Learners	Children will benefit from staff taking back new ideas from other settings.	To be in place by Dec 2025	P1 – February 2025 a training opportunity was attended by early level teachers with trio counterparts and Aberdeen university lecturer on depth planning for early years. Staff are using the knowledge gained to reflect on the depth of the experiences they are offering in P1 and P2.	This now needs to be used to ensure play experience reflect prior learning which was not evident in the quality improvement visit in March 2025.
	Collaborations between ELC and Primary 1 with clear rationale	HT/SEYP will provide more opportunities for moderation within the school and across the local learning community.	On going		
	Opportunities for practitioners to look outwards and develop their own practice, including the review of local and national frameworks/guidance.	Children across Early level will be support by practitioners who have a commitment to continued professional learning.	On going	ELC- Training delivered on the following areas: Outdoor Training- Mud Play – Feb 2025 Enabling Environments and Indoor Contexts – Feb 2025 ASN Learning Festival – Feb 2025 Realising the Ambition – May 2024 Effective Interactions and Sustained Shared Thinking- May 2024 ELC Aberdeen Learning Festival - Feb 2024. Circle Framework – Feb 2024 ELC Managers programme Aug 2024 – Nov 2024	Opportunities to share good practice across the school.
	All practitioners in ELC and P1 to read RtA and engage with online professional materials related to the document.	Collaborative working across Early Level will promote planning for children's progress and equity.	On going		Identify further quality CLPL opportunities.
	CLPL on quality observation for all Early Level staff (Practitioners, Teacher, Support Staff).		Teachers to be offered CLPL session Term 4 2024/2025		P1 staff to visit other settings.

				SSSC – development records reflect staff’s professional development	Continue this practice.
	Practitioners to attend ACC Planning example CLPL.		Attended by SEYP – Sept 2024		
			Ongoing	Staff have had some opportunities to visit other settings- Countesswells, Grayhope, West Park, Seaton, Fraserburgh, Muirfield, Hazelhead and Haddo outdoor nursery. Each visit had a particular focus. Impact can be seen through the continued development of service.	
	HT/SEYP moderation meetings weekly		Ongoing		
	All practitioners to become familiar with the Progression Pathway.				
	What does equity look like at Quarryhill?’ positional statement		To be completed by August 2025	Attainment and tracking meetings for P1 and ELC have taken place with the HT.	
	Ongoing support visits from LLO and QIO team.		On going		
	Whole school approach to the review and implementation of Relationship policy.		Policy in place March 2025		

## 2.3

### Whole School



Learning, Teaching and Assessment

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes For Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>High quality learning and teaching that motivates learners.</b></p> <p>Engagement and motivation of learners.</p> <p>Teachers to engage in a range of creative approaches.</p> <p>Policy and Guidance Revisited and agree expectations around high quality learning and teaching.</p>	<p>Create joint L,T, P, A policy with the following areas being explicitly agreed and understood:</p> <ul style="list-style-type: none"> <li>- Daily review</li> <li>- Learning intentions</li> <li>- Success criteria</li> <li>- Spotlight assessment</li> <li>- Presenting content</li> <li>- Practice</li> <li>- Differentiation</li> <li>- Questioning</li> <li>- Discussion</li> <li>- Feedback</li> <li>- Plenary</li> <li>- Expectations, behaviour and relationships</li> </ul>	<p>Lessons will be more engaging and learners will be more focused.</p> <p>Increased attainment will be evidenced over time for almost all learners.</p> <p>Consistency in teaching approaches to improve learners' experiences.</p>	<p>Ongoing process</p> <p>Feedback CLPL to be completed term 4 2024/2025</p> <p>Each element to form CLPL offer 2025-2026</p> <p>All regularly reviewed and form focus for class observations</p> <p>First draft of Positive Relationship policy completed Feb 2025.</p>	<p>7<sup>th</sup> May 2024 – IDL planning session with QIO. Staff have agreed that how we effectively plan for this, and the quality of experiences needs further discussion.</p> <p>In school training in September 2024 with follow up in Feb 2025 with a session on</p> <p>At the end of Feb 2025, the majority of teachers felt more confident in their ability to differentiated lessons. During a quality improvement visit at the beginning of March 2025, the team felt that some improvements had been made with regards to differentiation.</p> <p>15<sup>th</sup> Nov 2024 – in school equity offer in terms of differentiation delivered by Suzie Wood, Attainment Advisor. This resulted in a “class on a page” document that each teacher created to give a snapshot of the needs of the class. Teachers are now more aware of the wide range of need and lived experiences of their class. This is evident in discussion with SLT. Staff are also using this as an aid to identify where support may be needed and as</p>	<p>This will form the basis of several collegiate sessions in term 4 2025.</p> <p>This will now be a regular feature in weekly meetings during term 4.</p>

				<p>a tool for sharing information about the class with supply staff.</p> <p>13<sup>th</sup> Feb 2024 – introduction to White Rose Maths- Teachers have stated that the resource helps them to plan next steps and gives them confidence with regard to identifying the necessary operations and thought processes.</p> <p>13<sup>th</sup> Feb 2024 - input on Ann Glennie phonics. The adoption of this way of working has had various degrees of success with some staff finding it very useful.</p> <p>7<sup>th</sup> May 24 – introduction to Learning Intentions and Success Criteria, revisited in Feb 2025. Most teachers are confident in their ability to write appropriate Learning Intentions and Success Criteria. During a recent Quality Improvement visit, the team felt that where they saw shared LI and SC, the majority were appropriate and matched the learning taking place.</p>	<p>SLT are considering investing in new resources/ training to support the delivery of phonics and early reading skills.</p>
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Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes For Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Develop teachers' ability to evaluate learning, teaching and progress.</b></p> <p>Self- Evaluation Processes to encourage reflective teaching.</p>	<p>A focus on the following areas:</p> <ul style="list-style-type: none"> <li>• LI and SC</li> <li>• Differentiation and meeting the needs of all learners.</li> <li>• Learners leading learning</li> <li>• Collaborative work between learners across the school.</li> <li>• Weekly learning walks by SLT focusing on agreed areas identified by QA calendar.</li> </ul>	<p>Lessons will be more engaging and learners will be more focused.</p> <p>Increased attainment will be evidenced over time for almost all learners.</p> <p>Consistency in teaching approaches to improve learners' experiences.</p>	<p>LI and SC &amp; differentiation CLPL delivered 2024-2025</p> <p>Other areas to form CLPL offer over next 2 years</p>	<p>Using training from in-service days in November 2024 and February 2025, staff have reflected on their teaching in terms of the differentiated offer available for each lesson.</p> <p>Staff are also reflecting on quality of LI and SC.</p> <p>Staff are reflecting on practice and working together to develop different areas of school improvement within the areas of literacy, health and wellbeing and play pedagogy.</p> <p>All teaching staff have stated that they appreciate the opportunity to work towards school development.</p> <p>Jotter monitoring – Dec 2024 – leading to creation of marking policy. A recent sampling of senior pupils indicate that they find the focus of highlighting the success criteria in jotters useful and use it as a check list.</p> <p>LI and SC are now visible on written work. These are linked to marking/feedback policy. Learners are beginning to use them to</p>	<p>Build time into WTA for peer assessment to support the continued reflection.</p> <p>Time will be dedicated to ensuring this practice continues into the next session.</p> <p>Next steps will be to introduce self and peer assessment.</p> <p>Further training will be undertaken to develop consistency in</p>



				understand what success looks like.	quality of LI and SC through attending CYPIC Spread and Scale training. This should help teachers to confidently use data to create specific LI and SC.
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Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes For Learners	Timescales	Evidence and confirmed completion	Next steps
<b>Develop Teacher's teaching and learning offer and ability to Plan motivating lessons.</b>	<b>Planning</b> for 7 CFE design principles Stage planning between teachers- agreed timetable of meetings.	Teachers are clear on what is expected of them for each year group/age/stage.	To be introduced June 2025	Planning formats and expectations agreed in February 2025 – teachers stated that they are growing in confidence with regards to expectations around how they evidence what they have planned to teach and what they have covered, (survey March 2025).  Early stages teachers have been experimenting with planning for learning through play. Recent feedback from the Quality Improvement visit in March has helped develop the next step which is to ensure the play opportunities build on prior learning.	Continue to quality assure planning – formats and content - to ensure formats fit for purpose and planned learning meets needs
	Learners being involved in planning – agreement on how this is evidenced.	Teachers are clear on the skills required to be mastered before moving onto the next stage of learning.	By Aug 2025		
	Review of planning folders and progressions.	Constituency in experiences across the school.	Completed March 2025 –		
		Learners are motivated to learn as experiences are of interest.	to be reviewed again June 2025		
	Long term and medium term planning discussions and agreements on expectations/formats.		Agreed by Aug 2025		
	Termly reflection of planning templates/ formats at collegiate sessions and agreed changes made.	Learners are beginning to understand how they are progressing in their learning.	To begin May 2025		

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Develop high quality learning and teaching which motivates learners.</b></p> <p>Opportunities for collaborative working between learners to encourage engagement</p> <p>Sharing learning and teaching with parents/carers.</p>	<p><b>Whole school collaboration-</b> Collaboratively created timetable of whole school focus weeks.</p> <p>House challenges to be introduced and take place 4 times a year.</p> <p>Class rota for sharing learning at assembly and front office display.</p> <p>Parents/carers invited into school for celebration of learning. – Timetable of events published each August.</p> <p>What does collaborative learning look like? Agreement on collaborative working practices and joint working guidance</p> <p>Staff working together to moderate practices.</p>	<p>Cross collaborative working will promote positive relationships and a sense of responsibility across the school.</p>	<p>Reviewed and in place by August 2025 – to be shared with community each August</p>	<p>6<sup>th</sup> Nov 2024 P4 and P4/5 open morning 18<sup>th</sup> Nov 2024- P2, P2/3 and P3 open morning 5<sup>th</sup> Dec 2024– P7 open morning 3<sup>rd</sup> Dec 2024 - Christmas craft fayre 10<sup>th</sup> and 11<sup>th</sup> Dec 2024 – Christmas shows. 7<sup>th</sup> Feb 2025- All 3 P5/6 classes host community café- All feedback collected at each opportunity has been positive.</p> <p>First House Challenge took place on 6<sup>th</sup> of March 2025 and focused on World Book Day.</p> <p>A range of examples of children in leadership roles has also been used successfully to motivate learners. These include Pupil Council, Young Leaders of Learning and Young Librarians.</p>	<p><b>Continue to engage parents/carers</b></p> <p>Continue House Challenge days</p> <p>Continue to develop leadership opportunities.</p>

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Develop high quality learning and teaching.</b></p> <p>Develop differentiation in all classes</p> <p>Effective use of progression frameworks to meet learner’s needs.</p> <p>Appropriate pace and Challenge for all.</p> <p>Learners involved in leading their own learning.</p>	<p>Inset day in November – What is effective differentiation?- delivery by SLT</p> <p>Snapshot of class data/ attainment discussions – teachers to demonstrate clear knowledge of range of learning needs in class.</p> <p>Input from Attainment Advisor on equity and what this looks like in the classroom.</p> <p>Class observations to focus on differentiation in terms of:</p> <ul style="list-style-type: none"> <li>• Groupings</li> <li>• Learning styles</li> <li>• Progressive tasks</li> <li>• Collaborative learning</li> <li>• Support</li> <li>• Ongoing assessment/feedback</li> <li>• Digital resources</li> <li>• Pace</li> </ul>	<p>Staff are fully aware of the needs of learners and understand their lived experiences.</p> <p>Needs are met appropriately.</p> <p>Staff develop a sense of accountability for addressing the needs in their class effectively.</p>	<p>Ongoing review required – to form part of QA calendar</p> <p>Completed October 2024</p> <p>Completed Nov 2024-</p> <p>Each area to be observed as part of QA processes- information used to inform CLPL offer</p>	<p>Training delivered 15<sup>th</sup> November 2024 and 11<sup>th</sup> of February 2025 on differentiation and how to meet the needs of all within class.</p> <p>Developmental curriculum introduced to meet the needs of learners with complex needs.</p> <p>This is being used by Haven and Recharge staff to identify support strategies for children.</p> <p>Teaching staff are using it to reflect on the progress of some pupils and to identify next steps, particularly when writing targets for IEPs .</p>	<p>This will be a continued focus area for staff training.</p>

	<ul style="list-style-type: none"><li>• Learning strategies</li><li>• Varied outcomes/expectations /tiered learning task</li></ul>				
	These differentiation strategies to be regularly discussed at collegiate sessions to ensure clarity of understanding.		Ongoing		
	Termly planning discussions with SLT to ensure differentiation is planned for. Refection task will focus on effective planning for differentiation as stated above.		Ongoing		
	During attainment and tracking meetings, discussion will focus on CFE levels for each learner.		Ongoing process		

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Developing high quality learning and teaching – what motivates our learners?</b></p> <p>Developing child led topics and following learners interests.</p>	<p>Inset day input on Taxonomy/thinking skills and how this can be used to plan challenge.</p> <p>All staff to have an awareness of the meaning of the following terms and how these relate to depth of learning and differentiation:</p> <ul style="list-style-type: none"> <li>· Knowledge</li> <li>· Comprehension</li> <li>· Application</li> <li>· Analysis</li> <li>· Evaluation</li> <li>· Synthesis</li> </ul> <p>Develop Meta skills across the school through effective planning, assessment and learning and teaching.</p>	<p>Necessity for depth of learning understood by staff. This will ensure that the skills taught are fully understood and can be transferred and applied in a variety of situations by learners.</p>	<p>Briefly discussed Feb 2025-</p> <p>Will be revisited – 2025-2026</p> <p>Completed by 2027</p>	<p>Introduced by HT February 2025. This is very early stages. Staff have reflected on how thinking about the level of a task/activity/questioning can be used as a means of differentiating the learning on offer.</p>	<p>This will become a focus on collegiate sessions in Term 1 of 2025-2026.</p>

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomesfor Learners	Timescales	Evidence and confirmed completion	Next steps
<b>High quality learning and teaching</b>  Clear and concise explanation of learning	Agreed understanding of effective LI/SC. Discussion and agreement around expectations at each stage, eg, verbal, pictorial, written etc.	Agreed practice, expectations and standards will inform L&T policy. This will ensure a rigorous and consistent approach to learning for all learners.	Ongoing process	Training on LI and SC has supported approaches to clear and concise learning and teaching. Staff have stated that they are confident writing these and are using the SC as a means of assessment for the planned lessons.	Continue to review and evaluate.
	LI/SC will be the focus of class observations and learning walks.	Learners will clearly understand what they are learning and what they need to do to be successful.	Focus of observations Feb and March 2025	LI and SC focus of class observation February 2025. In the majority of classes, the LI and SC aligned and were appropriately matched to the learning taking place. In the March 2025 quality improvement visit, only two classes had SC that were seen as being too wide and not related specifically to the lesson.	
	YLOL to help monitor practice through sampling learners’ views on the effectiveness of LI/SC.		Ongoing		
	Quality of LI/SC regularly discussed in collegiate sessions.		Ongoing		



Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Developing high quality learning and teaching</b></p> <p>Use of effective questioning</p>	<p>'Effective Questioning' CLPL sessions to be undertaken by all CTs/PSAs.</p> <p>This will include quality interactions as detailed in Early level action plan.</p> <p>Revisit social constructivist theories on learning to develop deep understanding as to how children learn through interactions.</p> <p>Discussion around giving learners thinking time and developing active listening. What does this look like in practice?</p> <p>Link questioning with memory and development of associated cognitive skills.</p> <p>SLT to quality assure through learning walks/classroom observations.</p>	<p>High quality learning experiences will be delivered as teachers become more confident in developing cognitive and meta skills, which will motivate pupils and increase engagement.</p>	<p>CLPL input planned for Nov 2025</p>	<p>Staff have read book study chapter on memory, (Power of Pedagogy). The majority of staff have indicated that this has supported their understanding of learning. 27% of those sampled said they would like more in-depth learning on this.</p> <p>Effective questioning was not evident in most classes during recent class observations in February and March 2025.</p>	<p>This will be addressed next session.</p> <p>Effective questioning will be a focus for term 4. Lydia Tait, ESO, will be asked to provide an input on this.</p>

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>High quality learning and teaching.</b></p> <p>Use of high quality feedback</p>	<p>Whole staff agreement and understanding of what effective feedback looks like and how it bridges the gap between assessment and learning.</p> <p>Agreement that feedback will be: Targeted, timely, actionable, meaningful, clear, specific and personalised. This will become part of the L,T,A and P policy.</p> <p>Agreement of what feedback may look like at each stage. What does this look like in action and in written form?</p> <p>Feedback CLPL sessions to be undertaken by all CTs/PSAs/EYPS.</p> <p>SLT to quality assure through learning walks/classroom observations.</p> <p>YLOL to be used to evaluate progress.</p>	<p>Learners will be able to edit and improve their output on the basis of effective feedback.</p> <p>Staff will be confident in using feedback to promote learning which will lead to a better quality discussions around next steps for learners.</p> <p>Learners will be able to use feedback to identify next steps in learning.</p>	<p>CLPL offer planned for June 2025</p>	<p>Jotter monitoring completed in December 2025.</p> <p>The creation of the new marking guidance and expectations is now available to support consistency in approach.</p> <p>Staff trialing new feedback approaches in upper stages took place in February 2025. Although staff verbal feedback on the guidance has been positive, a recent monitoring of jotters, (March 2025) indicated some staff are still not marking work appropriately</p>	<p>Marking policy will continue to be monitored</p> <p>Reinforce guidance by sharing of jotters and standards at planned meeting.</p>

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<b>Effective use of assessment data</b>  Effective use of assessment, planning and teaching cycle AIFL strategies	SLT to audit current assessment approaches.	Learners will be accurately supported in their learning as teachers' confidence grows in assessing children.	Ongoing – calendar to be reviewed and update yearly.	Assessment calendar reviewed and agreed.	This will be reviewed for effectiveness again early in Term 1 of 2025/2026.
	Assessment calendar to be reviewed and updated.		Feb 2025	AIFL strategies discussed and shared February 2025.	
	AIFL strategies to be revisited and discussion held around expectations at each stage.	Accurate assessment information will focus resources more effectively ensuring learners receive appropriate and timely interventions.	Ongoing	In a recent survey, all teachers stated a range of strategies they use in class, however, class observations in February and March showed little evidence of these being used. A further input took place on 5/3/25 to agree on the strategies being used and the expectations around these.	Moderation meetings now need to be organised to support the use of data to inform everyday judgements on achievement and attainment.
	Clarity on how assessment information informs practice- collating data to make decisions around planning and next steps for each learner and meeting needs.				
	Agreement on gathering of evidence – expectations at each stage.		To become a regular feature of collegiate sessions 2025/2026	Attainment meetings are being held 3 times a year with SLT. Staff are becoming more confident in discussing levels, comparing data sets and suggesting interventions.	
	CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.)		In place – ongoing review of practice		
	SLT to continue to develop monitoring and tracking systems to support data analysis.				

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<b>Evaluate learners' progress</b>  Data used effectively by SLT to ensure learner's individual needs are met.	New robust data collection tracking system being created.  Agreed data collection points three times a year.  Measuring impact a weekly focus of SLT meetings.  Data used effectively to inform decision regarding interventions. Interventions tracked and evaluated for effectiveness/impact.  HT to link in with Suzie Wood, Education Scotland Attainment Advisor.  HT to continue to engage in data discussions with QIO	Learners will receive the effective interventions in a timely manner to ensure they are making appropriate progress and achieving their full capability.	In place Feb 2025  Agreed Oct 2025  Ongoing process  Systems in place – impact still to be evidenced  New AA in place- HT has made contact – Jan 2025  Ongoing process	ACEL uplift in SEEMiS now accurately recorded.  IEPs now being used effectively to support learning. Targets are now appropriate and SMART. 73% of teachers indicated that they are more confident in writing these after a recent input by HT	The HT will revisit writing SMART targets with those staff members who require additional support

Area for improvement – resources and context	Actions required- what will we do?	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next steps
<b>Evaluating children's progress</b>  Effective moderation of learner's work  Develop a comprehensive understanding of national standards.	SLT to provide a quality input on what constitutes effective moderation.  Each strand of the moderation cycle to be used to reflect on current practice and make improvements where required.  Moderation policy to be updated with regular time set aside for moderation activities.  SLT to provide opportunities for moderation across the school. SLT to provide opportunities for moderation with CTs from other settings.	Teachers will be confident in their judgments ensuring that the progress and achievement of learners is accurate and reflective of an equitable offer.	Planned for 2025/2026	7 <sup>th</sup> May 2024 – Numeracy moderation activity held. 50% of teachers said that they found this useful.	These focus areas will be used to form the CLPL offer for 2025-2026.

# 3.2

## Whole School

### Raising Attainment and Achievement





Area for improvement	Actions required	Desired outcome for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Improve Attainment in literacy and English</b></p> <p>SLT/CTs to agree expectations for teaching Literacy, closely considering the following points</p>	<p><b>Listening &amp; Talking focus:</b></p> <ul style="list-style-type: none"> <li>- Increase opportunities to share their learning with an audience, give presentations and lead group discussions.</li> <li>- CTs to ensure these skills are taught regularly and provide opportunities for children to apply their skills.</li> <li>- Accurate assessment of key skills – how are we capturing this data? What do the key skills look like at each stage?</li> <li>- Focus on vocabulary development through story telling approach</li> </ul>	<p>Learners develop a wide range of vocabulary.</p> <p>Conversational skills increase in complexity with learners considering other people's point of view and using this to develop their thinking.</p> <p>Learners can confidently share their thoughts, feeling and ideas through discussion.</p>	<p>Planned for session 2025/2026</p> <p>Ongoing</p> <p>Ongoing process</p>	<p>Listening &amp; Talking progression in the process of being developed.</p> <p>Class novel/book a week is being used to support Listening &amp; Talking.</p> <p>Observations around the school suggest that the majority are passive and not regarding themselves as active agents in their learning. It is hoped encouragement to use their voices will support the development of active participation.</p>	<p>This now needs to be shared with staff and feedback acted upon.</p> <p>Next session, expectations around storytelling, rhyme and rhythm will be agreed and expectations shared. This will be a focus for class observations, particularly in the Early Years. Middle to upper stages will focus on debating skills. Introduce Leven's Scale to track engagement</p> <p>The CIRCLCE resource will be used to help gauge participation for some. We anticipate vocab enrichment will increase by 10% year on year when new expectations around listening and talking are in place.</p> <p>SLT to investigate the Talk for Writing and decide on implementation plan.</p>





Area for improvement	Actions required	Desired outcome for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Improve Attainment in literacy and English</b></p> <p>SLT/CTs to agree expectations for teaching Literacy, closely considering the following points:</p>	<p><b>Writing focus:</b></p> <p>Early level – focus on the letter formation. Increased opportunities for fine motor development.</p> <p>-Increase opportunities to develop and enjoy writing skills through play contexts.</p> <p>First &amp; Second level to develop agreed standards and progression in the following writing skills:</p> <ul style="list-style-type: none"> <li>• Handwriting/presentation</li> <li>• Spelling</li> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Editing</li> <li>• Clarity</li> <li>• Structure</li> <li>• Persuasiveness</li> <li>• Research and accuracy.</li> <li>• Sentence construction.</li> </ul> <p>Increased opportunities to write at length/variety of relevant purposes.</p> <p>Working group established focusing on developing the above points.</p> <p>Introduction of Talk for Writing Training for all staff.</p>	<p>Increased attainment in writing across the school.</p> <p>Early intervention will support individuals in a timely manner.</p>	<p>Ongoing process</p>	<p>Early years developing play contexts to support fine motor development and exploration of writing.</p> <p>Writing now being taught 3-5 times per week in P3-7 with cross curriculum links. 82% of teachers felt that writing was improving.</p> <p>PT visiting other schools re: CYPIC development to observe planning around genres.</p>	<p>Marking policy now in place and supporting editing skills.</p> <p>This needs to be a focus for further collegiate sessions. Staff will take part in the Authority's' training offer regarding spread and scale within the CYPIC model.</p> <p>Implementation plan agreed Coaching model introduced</p>

Area for improvement	Actions required	Desired outcome for Learners	Timescales	Evidence and confirmed completion	Next steps
Improve attainment in Numeracy and Mathematics	<p>SLT/CTs to agree expectations for teaching Numeracy, closely considering the following points.</p> <p><b>Number, money and measurement.</b></p> <ul style="list-style-type: none"> <li>- Support to develop skills in recognition of coins to £2</li> <li>- correct number formation.</li> <li>- subtraction using exchange.</li> <li>- calculating percentages of a given quantity.</li> </ul> <p><b>-Shape, position and movement. -</b></p> <p>Support to identify acute, obtuse and straight angles.</p> <p><b>-Information handling.</b></p> <ul style="list-style-type: none"> <li>- Children need more opportunities to present and interpret information using a variety of formats</li> <li>- Digital technology used to display data in a variety of ways.</li> </ul> <p><b>All levels</b> – opportunities to apply their learning in numeracy and mathematics in real-life and problem solving contexts.</p>	<p>Increased attainment in numeracy across the school.</p> <p>Learners confident in applying taught numeracy skills.</p>	Ongoing process	<p>Increased use of manipulatives across all stages was evident in recent class observations. A recent sample group of learners stated that some learners had access to concrete materials to support numeracy.</p> <p>New laptops have been provided for learners use. Digital technology is being used effectively in some classes. Teachers are using technology to differing degrees with 45% indicating that they are not confident in their ability to use this effectively (March 2025).</p> <p>Sumdog being used across the school with data being collected and analysed to support teacher judgements.</p>	Opportunities to share good practice will be part of next sessions collegiate sessions.

	<p><b>White Rose Maths</b> introduced in May 2024 Audit undertaken of effectiveness from pupils and staff in December 2024.</p>		Regular review to form part of QA procedures	White Rose assessments being used to track attainment from P2-7. Teachers are using this data to support learning and teaching.	
	<p><b>Introduction of Highland Numeracy</b> for Early Level – October 2024 Review- February 2025</p> <p>Regular review of achievement in all areas of numeracy. Identified patterns of progress and address any areas with low achievement as soon as possible.</p>		As above	<p>P1 staff are using Highland Numeracy as an aid to support their delivery of Numeracy – progress is being tracked using national benchmarks.</p>	

Area for improvement	Actions required	Desired outcome for Learners	Timescales	Evidence and confirmed completion	Next steps
<p><b>Raise attainment in literacy and numeracy across the school.</b></p> <p>Track by specific group of learners to identify barriers to learning.</p>	<p>Systems to be established to enable staff to monitor and report on the progress of learners (i.e. EAL/Care Experienced learners).</p> <p>-Focus on specific cohorts regularly throughout the academic year.</p> <p>Track cohorts over time- analyse trends and address accordingly.</p> <p>Drill down into class profiles and use data to inform decisions around allocation of resources.</p> <p>SLT to establish a clear plan for ASL.</p> <p>-Clear guidance/expectations linked to internal system for requesting targeting support.</p> <p>-Tracking system to be established to monitor progress for learners receiving interventions/targeted support.</p>	<p>Accurate identification of trends allowing the concentration of resources to remedy any shortfall in the learning offer.</p> <p>Resources used effectively to increase attainment and meet needs. This will allow all learners to meet their capability.</p> <p>Trends identified quickly.</p> <p>Supports in place in a timely manner ensuring that needs are met quickly to prevent any gaps in learning improving outcomes for learners.</p> <p>Learners successfully reaching their capability.</p>	<p>Regular review planned via QA procedures</p> <p>Ongoing</p> <p>Ongoing</p> <p>Plan in place and regularly reviewed via ongoing QA processes</p>	<p>NSA data collected and analysed at P1,4 and 7. Termly attainment meetings are helping to support this process.</p> <p>Class profiles created and regularly revisited. SLT are using this data to inform decisions around allocation of resources, particularly those funded through PEF.</p> <p>Some interventions have produced data that shows an increase to health and wellbeing.</p> <p>Milestone trackers are being used to track small steps in progress to ensure achievements are recognised.</p>	<p>New tracker requires regular evaluation for effectiveness.</p>

Area for improvement	Actions required	Desired outcome for Learners	Timescales	Evidence and confirmed completion	Next steps
Children to be enabled to talk about the skills they have learned from wider achievements	<p>Tracking processes to be further developed linked to wider achievements.</p> <p>Staff to highlight skill development linked to participation in wider achievement activities.</p> <p>SLT/CT to consider use of ACC Skills Framework.</p> <p>LI and SC to have skills focus where appropriate.</p>	<p>Staff know learners well and are able to connect outside experiences with in school ones ensuring learners understand that learning happens daily in a variety of settings. It will also support the sense of achievement.</p> <p>Learners are aware of and able to discuss the skills they are developing.</p>	In place by Dec 2025	<p>Wider achievements celebrated at assemblies and in class.</p> <p>School football team celebrated at assemblies and in school newsletters.</p>	Find effective ways of encouraging families to share wider achievements. Reach out to other schools for examples of good practice.