



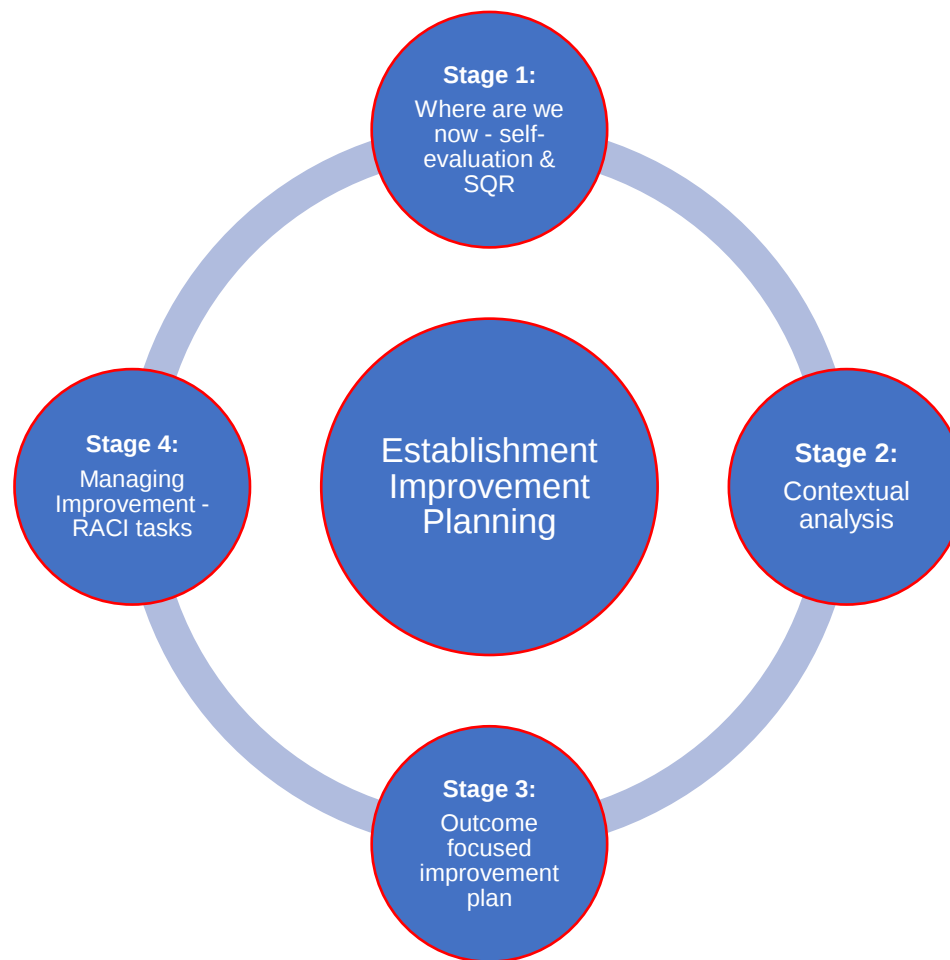
Falkirk Council
Children's Services

Establishment Name:
Wallacestone Primary School and ELC Class



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

- Our school roll is currently 513 pupils with 16 classes across Primary 1-7 and 80 children in our ELC Class.
- Our school catchment spans the villages of Brightons, Reddingmuirhead and Wallacestone. Our school contextual analysis shows our school serves a school roll where around 14% live in SIMD decile 3-5 and around 80% within 8-10. 5% of our pupils in Primary 6-7 are entitled to free school meals.
- Our school motto is based around the idea of 'togetherness' – Work Together, Play Together, Succeed Together. The school's curriculum promotes opportunities for this through the use of play pedagogy, involvement of parent/carers & our community.
- Community partnerships are being developed with the Friends of Quarry Park group, Bailliefields Community Hub and continued strong links with our Braes HS Cluster. These partnerships support children's participation in their community and enrich the curriculum. The school benefits from professional learning networks across the Braes Cluster Professional Learning Community and specific improvement priorities to work alongside Glendevon ELCC and next session with Avonbridge and Drumbowie PS.
- Working with our Braes colleagues, almost all our learners' destinations are positive with many of our pupils going on to further and higher education or work.

Attendance and Exclusion

- School attendance figures are high (94%) and continue to be in line with neighbourhood group schools.
- Further analysis does highlight a small increase in the number of pupils with greater than 10% absence. Senior Leaders and our Support for Learning team have worked with families to offer additional support to improve attendance using the SNUG (nurture space), soft starts to the school day and brain breaks. This has informed our Health and Wellbeing SIP priority and Pupil Equity Funding planning for next session. Some pupils' attendance is impacted by term time family holidays. The leadership team monitor attendance and support families through phone calls and meetings.
- No exclusions during this session.

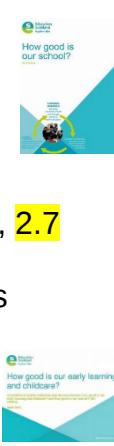
Progress and Attainment

Overall attainment is consistently high and has been sustained over several years.

Stage	Reading	Writing	Listening and talking	Numeracy
P1	86%	84%	93%	90%
P4	83%	79%	98%	88%
P7	94%	89%	96%	90%

Targeted support from a Principal Teacher, Support for Learning Teachers and Support for Learning Assistants has been prioritised at Primary 4 to support in reading and writing. This has also been a focus for our Neighbourhood Group 1 test of change. Falkirk Council's Literacy Pathway is used to support assessment and intervention. We have made use of technology to support children's learning which has enabled more children to be on track in this stage.

Attainment profiles in each stage are analysed and continue to demonstrate a high number of children ahead of track. Discussions at tracking and learning and teaching meetings support pace and differentiation of learning. Falkirk Council's Staged Intervention Framework is used to provide early intervention, targeted and intensive support. The profile of learners within each class led us to think about our reading improvement priority next session where we will focus on professional reading on how children learn to read to continue to consider the most effective ways to support and challenge all learners' reading development.

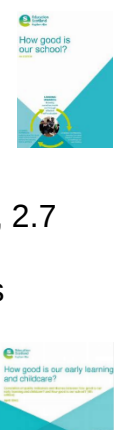
Priority Area 1a (School) Curriculum, Planning and Assessment	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? • Observation of teaching practice and dialogue with teachers during 21-22 and 22-23 while engaging in improvement activity around Learning for Sustainability highlighted ongoing benefits of using Interdisciplinary Learning using the Falkirk Framework for Learning for Sustainability. The IDL approach taken was based on 'pillars and lintels' whereby knowledge and skills were applied to explore issues or solve problems within LfS themes based on prior learning and learner voice. Discussions with teachers about how this could be sustained as part of our curriculum led us to look at any structural barriers to this type of Interdisciplinary Learning having a greater role in our curriculum. • Staff feedback through engaging in the National Discussion in 22-23 highlighted a desire for greater flexibility in curriculum planning. In considering barriers to curriculum making, our self-evaluation led us to examine the demands of previously planned content in Social Studies which had previously driven long term cross curricular learning. There is a need identified through self-evaluation (2.2) that we need to support teacher agency in curriculum making through reducing barriers of existing curriculum mapping that was leading to context specific learning in Social Studies and driving weighty cross curricular learning. • Service level priority – Curriculum: "Practitioners will use their knowledge and understanding of the developmental needs of children and young people to create a relevant curriculum that ensures their needs are well met. All establishments regularly refresh or review their curriculum rationale to ensure a shared understanding across the learning community." • Feedback from local authority thematic review QI 2.3 highlighted strengths in terms of pupils' independence and active participation in terms of their learning. It helped us to consider improvement work around our planning processes to support teachers to link planning, teaching and assessment in a joined up way. • Self evaluation based on HGIOS QI 2.2 Curriculum helped us to understand the benefit of improving our understanding of our community context and to what extent the school takes account of all the factors that makes our school unique. Self evaluation using HGIOS QI 2.7 Partnerships helped us to think about how this understanding of our community could be reflected in further partnership working to support the enrichment of the curriculum but also our children having the opportunity to participate through active citizenship in the community.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Coherence in Social Studies learning By June 2024, 95% of teachers will be able to describe the 'big ideas' in our Social Studies curriculum from Early to Second level. By June 2024, 100% of teachers will have contributed to a whole school overview to help ensure children's knowledge and skills are built appropriately over time. (HGIOS4 QI 2.2) <i>Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time. HGIOS4 QI 2.2</i>	Collegiate sessions to consider 'big ideas' in Social Studies. • Revisit Principles & Practices for Social Studies to consider what the intended learning is in Social Studies. • Work with High School and ELC colleagues to consider and refine the 'big ideas' – concepts and key learning in the experiences and outcomes. • Link to Curriculum Rationale and Partnerships work to consider the appropriate 'big ideas' for our school and community context. • Use of Martin Robinson Model for "Curriculum Revolutions" – focus on why this, why now to support sequencing and support us to 'tell the story' of children's learning in Social Studies. • Prepare 'big ideas' framework for Social Studies to roll out in session 2024-25.	Collegiate calendar • August 2023 – Curriculum in-service day • September CAT night • May 2024 – Finalising of Big Ideas Map for Social Studies Cluster approach – Curriculum coherence Early to Fourth level • Group of interested staff will work at cluster level to support wider cross sector engagement – focus on coherence of learning (what comes before, how does this lay the foundation for future learning) • Wed 25th October 2023 • Wed 21 February 2024 • Wed 13th March 2024 Rollout of curriculum map • August 2024 in-service day • Evaluation during 24/25 session	Quantitative measures • Key questions from the curriculum cohesion questionnaire – (Martin Robinson, p17). Use this throughout the year to gather progress data. Qualitative data • Focus at Learning and Teaching meetings in Term 1 August 2023 to consider curriculum design – year planning. <i>How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time? HGIOS4 QI 2.2</i> Staff views • Focus at Learning and Teaching meetings in Term 4 ahead of implementation in 24/25.

Supporting effective medium term planning By June 2024, three stages will engage in a test of change using a different planning format. <i>Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. HGIOS QI 2.3.</i>	Working alongside colleagues in Moray PS, three stages will engage in a test of change around medium term planning. Focus on using the progression pathways to inform planning using format that considers: - What is the intended learning? - How will I know? - What will I plan to help achieve this? Engage with Falkirk Council CLPL offer around QI 2.3 Learning, Teaching and Assessment.	Collegiate activity - Term 1 focus on using new planning format for Reading (Wallacestone), Writing (Moray PS). - Term 2 focus will be to continue with that of Term 1 and Maths/Numeracy. - Term 3 focus will be look at all aspects of Literacy and Maths.	Self evaluation data using indicators and challenge questions from 2.3 How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge? How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning? How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
Pupil participation in school and community By January 2024, 90% of staff will feel confident to talk about how the unique features of the school community inform the design of the curriculum	Community Reach Out "Big Talk" event with any potential partners - What is unique about our school? - What is unique about our community? - What could partners bring to the curriculum? - What could the school do for you? Refresh and update curriculum rationale in light of work on	Community Reach Out approach - Meet the Teacher Community Café to build improved contextual awareness - September 2023. - Targeted partnership dialogue event - October 2023. Braes Cluster – Learners' Destinations - Focus for discussion at first Cluster SLT meeting (attainment data) in August 2023.	Quantitative data Evaluation against confidence data surveyed at Term 1 Learning and Teaching meeting (Curriculum QI 2.2 focus) Number of partnerships involved in totality of curriculum Self evaluation How well do we understand our local community? Are the key features of the

By June 2024, 95% of children will be able to say how they have contributed to make the school a better place (ethos and life of the school). <i>All stakeholders contribute to the rationale, design and ongoing development of the curriculum. Everyone understands what the school is trying to achieve through its curriculum. HGIOS QI 2.2</i> <i>The school understands and plays a significant role in the life of the local community. HGIOS QI 2.7</i>	community contextual work and partnerships. Look for opportunities for pupil participation that may support school engagement for identified pupils in Pupil Equity Funding plan. Pupil participation in school life (Ethos and Life of the School) - Each stage of the school will take on responsibility for an aspect of school (e.g Den, planters, school garden, identify and support a social justice issue, charity work)	Analysis of updated contextual data from Falkirk Council – August 2023 November In-service Day focus on sharing of partnerships and learning about contextual data with wider staff. Discussion at August in-service day and involvement of all in year planning to consider opportunities for planning for how each class will contribute to the ethos and life of the school.	local community reflected in our learning pathways? HGIOS QI 2.7 How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement? HGIOS QI 2.7 Pupil voice Use of HGIOS – Theme 3 (Our School and Community). Review through Learning and Teaching meetings in Term 1.
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Ongoing evaluation/actual impact:	
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Priority Area : 1b (ELC only) Implementing the Assessment and Progression Framework within the ELC	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? • Staff feedback – Our current tracking and monitoring systems are supporting staff to talk well about their children’s progress although staff feel it is more focused on Literacy and Numeracy. While we have a simple system used to track holistic development, staff have expressed that they do not have a current system in place to effectively track children’s wellbeing. • Tracking data – Current tracking data focusses on attainment. It does not take account of learners’ wellbeing in detail. • Service Level Priorities – Learning, Teaching and Assessment “Assessment is integral to planning, learning and teaching to ensure that children and young people's experiences are relevant and meet their needs.” - Learning to Achieve 2023 <i>Pedagogy and Assessment</i>			

What do you aim to achieve? - By June 2024, 95% of practitioners will have a very good understanding of the Assessment and Progression Framework. - By June 2024, almost all children will show an improvement in Oral Language strand of the Assessment and Progression Framework (Link to SIP Priority 2 23/24) <i>In our setting, children's needs are identified early through careful observation and effective analysis of assessment information. Wellbeing indicators are used to provide holistic assessments of children's strengths and support needs.</i> HGIOELC QI 2.4 <i>Information on every child is showing almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage.</i> HGIOELC QI 3.2	How will you achieve this priority? Staff attending training throughout session 22/23 Expand current knowledge of Assessment and Progression Framework through re-visiting initial training. Implement Assessment and Progression Framework for all learners from August 23.	Timescales and responsibilities August Inset Weekly check-ins with EYO's throughout Term 1 Extended tracking meeting times in November 23	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data) Playroom Monitoring to monitor effectiveness of impact throughout Term 2 and Term 3. Implementing ACI peer monitoring sessions to measure staff progression (see Literacy SIP) Individual children's trackers monitored at tracking meetings in November, March and May. Learner Profiles monitoring monthly <i>How well do we know our children, and their families? How do we use this knowledge to help children progress in their learning.</i> HGIOELC QI 2.4 <i>In what ways do we ensure children are making progress across all aspects of their learning and development?</i> HGIOELC QI 3.2
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Ongoing evaluation/actual impact:			

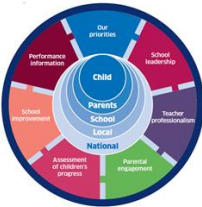
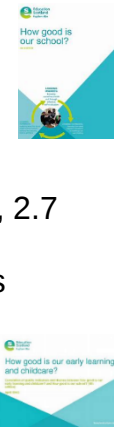
Priority Area 2 (School and ELC) Developmental stages of reading and how to support and challenge all learners	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3	Curriculum Learning and Teaching Inclusion and Equality Assessment   
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What informs this priority?

- **Tracking data** shows that our attainment in reading has continued to be strong (>85%) however through interrogation of the detail of this, we can see a much more diverse spread of reading attainment in each year group with a large percentage of children ahead of track. ELC tracking data has demonstrated an increase in children being on track in Listening and Talking and Reading – this has been supported by professional learning ahead of the implementation of the Assessment & Progression Framework. End of level data at Primary 1, 4 and 7 has not yet fully recovered to its pre-COVID level albeit this gap is closer than it has been over the last two sessions. From Primary 4 to 7, our tracking data shows between 20-33% of children are ahead of track in reading. This highlights a need for a wide range of strategies and a broad subject knowledge of how to teach reading effectively to be applied by teachers to support but also provide sufficient challenge to all learners. Teacher judgement is supported by SNSA Data showing a significant spread of abilities with large cohorts in P1, 4, 7 who are in the higher bandings.
- **Learner's voice** tells us that children enjoy reading and see the value in it but recognise the importance of support and challenge in their reading from their teacher. Some children tell us that they feel that reading needs to be more challenging.
- **Staff feedback** tells us that they see children showing some difficulties in reading fluency and accuracy which are persisting beyond Early Level and the early stages of First Level. Staff feedback that children are not always showing reading fluency that is in line with their understanding or oral language. Staff tell us that they are having to look at different options and seeking advice from SfLT.
- **Service Level Priorities – Pedagogy and Assessment** - "Practitioners will effectively plan for learning of children and young people which articulates progression for groups of learners and individuals". Feedback from our 2.3 local authority visit highlighted children are eager and active participants in learning and we should continue to develop ways to capture the planning that supports meeting children's needs.
- **Parent/Carers feedback** highlighted parents/carers would like more advice on how they support their children with reading fluency and comprehension. Feedback from our 'This is How I Learn – Reading' session in January 2023 highlighted the benefit of this and a wish for more of this type of engagement.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
School & ELC By June 2024, 95% of teachers and ELC practitioners will have a very good understanding of how children learn to read. By June 2024, 95% of teachers and ELC practitioners will have increased confidence in using a variety of strategies to support and challenge a wide range of learners. <i>There is a very strong focus on improving learning among staff across the school.</i> HGIOS QI 1.2 <i>There is evidence of clear and measureable impact of professional learning on outcomes for learners.</i> HGIOS QI 1.2	Working alongside colleagues in Avonbridge and Drumbowie Learning Community to form a Professional Learning Community looking at widening our professional knowledge and skills in how children learn to read. Co-designed programme of CLPL based on a professional reading and discussion format using chapters from two texts: • “The Art and Science of Teaching Reading” by Christopher Such • “Closing the Reading Gap” by Alex Quigley. • Foundations of Literacy by Sue Palmer Input from Library Resource Service and Speech and Language Therapy. Key areas to focus on from this: • Oral language/comprehension (P1/2 staff working alongside ELC team on Interactions through Speech and Language Therapy). • Strategies to support reading fluency (Early to Second Level) • Phonological awareness and importance of listening and talking. • Approaches to using technology to support reading for universal support and targeted support. • Strategies to support more able readers – Role of Chartered Teacher	By June 2023 – Identification of key areas of focus within reading. By June 2023 - SLT at Wallacestone PS and Avonbridge & Drumbowie Learning Community to plan collegiate sessions across 23/24 CAT calendar. By June 2023 – HTs will meet with Yvonne Manning, Falkirk Council Learning Resource Service to consider In Service Day input and wider CLPL offer that could be supported. August 2023 - Launch event of Professional Learning Community to be held on August In-service Day. Follow up reading to be allocated. By October 2023 – Plan initial two sessions with colleagues in Avonbridge and Drumbowie Learning Community. January – May 2023 – Planning of bespoke sessions around areas of focus (see left) which will be more targeted to stages.	Staff confidence data • Mentimeter data from staff in May 2023 to help inform priorities. • Monthly data collection using Microsoft Form – plot against CLPL and in school reading events to support judgement of impact. Falkirk Council 2023 Literacy Audit • Collation and analysis of baseline data August 2023. Revisit themes January 2024 and May 2024. Tracking data • PTs to have a role in supporting ongoing reading attainment discussions with each stage specific to reading using Visible Learning Progress Quadrant – October, February, April. [Staff meetings] Staff focus group data • Revisit focus group and gather thoughts on impact in December 2023 to help inform next steps of programme of CLPL through remainder of 23/24 session. Quality Assurance programme – 23/24 • Learning and Teaching Meeting discussion focus in Term 2 (Oct 2023) on tracking data ahead of November meetings and how that is supported through Literacy planning. • Classroom Observation programme Term 3 focus (Feb 2024) on the differentiation of reading.

	and Team Teaching.		
Inclusive approaches across the school community By June 2024, 90% of parents feel confident in supporting their children's reading development. By June 2024, 90% of our children will feel positive about their progress in reading. (School) Aims will be agreed during tests of change with group of identified children.	• Parent/Carer Curriculum workshop (using morning format) focusing on reading. • Community Reading events • Library visits in school and Meadowbank Library • Paired reading continued (P3 and 6) • Focus group next year P2 August – Dec working with SfLT, Speech and Language Therapist and parents • Focus challenge group looking at more able readers (Read to Write) in P5. • Focus support group looking at children who are not on track in writing in P5.	Senior Leadership Team Miss Morrison, Principal Teacher Mrs Maclellan, Chartered Teacher Susan Thomson and Mary Hopp, Support for Learning Teacher Susan Bannatyne, Speech and Language Therapist. All class teachers	• Feedback from parents/carers using MS Forms surveys after events. • Use of 'What Matters to Me' prompt • Use of How Good is OUR School – Learning, Teaching and Assessment • Pupil feedback from events • Tracking of attainment data of identified children. • Falkirk Council Literacy Survey data – baseline and revisited. • Pupil voice data captured during lesson observations in • Evidence of pupils' work. • Monitoring of progress through tracking data
Ongoing evaluation/actual impact:			

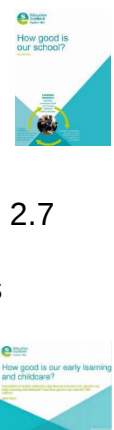
Priority Area 3 (School only) Mental and Emotional and Wellbeing Inclusion	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? • Staff and parent/carers dialogue, observations and Health and Wellbeing Tracking meetings during 22-23 highlighted a general increase in anxiety related behaviours of our children. There has also been a marked increase in the number of our parents/carers seeking advice and sharing concerns about their children. Many of these parent/carers have been seeking referrals to outside agencies – CAMHS, Aberlour and Family Support. We are keen to continue to be proactive rather than reactive in our approaches to supporting children's emotional and mental wellbeing. • Punctuality/attendance data and parent/carers conversations inform us that there are a small group of children who are finding it increasingly challenging (due to a variety of factors) to arrive at school on time and/or attend for a full school day. This is impacting their attainment. • SNUG (our Nurture base) registers are showing that there are an increasing number of children who are requiring soft starts, brain breaks, soft finishes and bespoke daily plans/interventions. • Pupil voice key questions used from theme 4 Our Health and Wellbeing from HIGIOURS highlighted that pupils are keen to learn more about emotional and mental wellbeing in school. • Feedback from local authority thematic review QI 2.3 highlighted strengths in terms of children who are eager and active participants who are engaged in their learning. It helped us to consider and discuss how well we motivate and engage ALL learners. We have an increasing number of neuro-diverse learners. • Service level priority – Improving Mental Health and Wellbeing: “All children and young people will be resilient and have timely access to care and support from practitioners who are skilled and confident”. • Self evaluation based on HGIOS QI 2.4 and 3.1 highlighted that staff would welcome further training and advice on supporting children's emotional and mental wellbeing and supporting our increasing numbers of neuro-diverse learners.			

Addressing and supporting emotional and mental wellbeing is at the heart of creating our ethos and environment at Wallacestone Primary School, where children and staff can learn and thrive.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
By June 2024, 95% of staff, pupils and parent/carers will have a shared understanding of the approach we are taking as a school to foster emotional and mental wellbeing. <i>All staff engage in regular professional learning to ensure they are fully up-to-date with local, national, and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</i> HGIOS4 QI 3.1	Professional learning sessions to evaluate, discuss and ensure that all staff are up-to-date with local and national guidance, creating a clear vision for our school. • Use of Scottish Governments “A whole school approach to mental health and wellbeing” self-evaluation framework alongside HGIOS4 QI 3.1 level 5 illustrations and challenge questions. • Re-familiarise ourselves with Principles and Practices for HWB, the Emotional and Mental Wellbeing Experiences and Outcomes (responsibility for all) and Emotion Works. • Familiarising ourselves with the Scottish Governments “Mental Health Strategy” 2017-2027 and the Whole School Approach Framework for Schools to Support Children and Young People’s Mental Health and Wellbeing. • Work with High School and ELC colleagues to discuss and share best practice in responding to and	Collegiate calendar • August 2023 – HWB in-service day • August, November CAT nights Led by Sheila Robertson Cluster approach – Emotional and Mental HWB coherence Early to Fourth level • Group of interested staff will work at cluster level to support wider cross sector engagement – focus on coherence of HWB learning (what comes before, how does this lay the foundation for future learning) • Wed 25th October 2023 • Wed 21 February 2024 • Wed 13th March 2024 Quality Assurance – Term 1 classroom observations to focus on relationships, ethos, inclusion and environment.	Self-evaluation data using indicators and challenge questions from 3.1 alongside key questions from “A whole school approach to mental health and wellbeing”. Use these throughout the year to gather progress data. How well do all staff understand their role and responsibility in supporting learners’ emotional and mental HWB? How well do we know and take account of local and national documents and guidance? To what extent is there a shared and agreed clear vision for promoting whole school emotional and mental health and wellbeing across the school community? To what extent have we engaged with children, parents/carers and staff in the development of our school vision for emotional and mental health and wellbeing? How coherently has our whole school work in emotional and mental wellbeing been considered within existing planning, resourcing and improvement frameworks?

	intentionally planning for children's emotional and mental wellbeing. Developing an understanding of the learner's journey.		
By June 2024, 95% of teachers will feel more confident at responding to and intentionally planning for children's emotional and mental wellbeing. By June 2024, 100% of our pupil, staff and parent/carer emotional and mental wellbeing ambassadors have been engaged and involved in the development of our school toolkit. <i>Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.</i> HGIOS4 QI 2.4	- Staff engage in professional learning – SAMH's free e-learning module for teachers, Place2Be's Mental Health Champions, Mentally Healthy Schools: Whole School Approach, Talking Mental Health: animation & teacher toolkit and Falkirk Educational Psychologists Anxiety Toolkit. - Begin to develop a toolkit for supporting the emotional and mental wellbeing of our pupils. Appoint mental and emotional wellbeing ambassadors (children, staff and parent/carers) in school to ensure we gain pupil, staff and parent/carer voice and engagement. - Introduce the Decider Skills proactive approach to positive mental health programme to our Primary 7 pupils and parents/carers. - Regular assemblies.	Collegiate calendar - CAT nights - Regular ambassador meetings Community Reach Out approach - Meet the Teacher Community Café to share our HWB focus and begin to seek willing parent/carer volunteers - September 2023. - Emotional and mental health pupil ambassadors "recruited" through an application process – September 2023. Meet monthly throughout the year. (Use HIGIOURS)	Quantitative data Staff survey repeated throughout the year to gauge confidence of staff. Qualitative data Conversations with staff, pupil and parent/carer emotional and mental wellbeing ambassadors. Self-evaluation using HGIOURS with our pupil ambassadors. Feedback from staff, pupils and parent/carers around the impact of the Decider Skills Programme.
By June 2024, 95% of staff will have an increased understanding of the impact of neuro-diversity on emotional and mental wellbeing and will feel more confident	Use audit tools to evaluate the Visual Environment in our school. Use this audit to improve the visual Environment with a view to applying for a bronze award this session. We will then begin to look towards the silver award.	Susan Thomson SLT teacher and Susan Bannatyne Speech and Language Therapist auditing our visual environment – June 2023. Work on the school visual environment ongoing Aug 2023-June 2024.	Quantitative data Data from use of audit tools. Repeated and compared later in the year. Bronze award Staff confidence data.

supporting our neuro-diverse learners.	• Staff engage in professional learning provided by IWBS, Education Scotland online, Speech and Language Therapist, Educational Psychologist and professional reading.		
By June 2024, 90% of identified pupils will have increased attendance and engagement in their learning.	• Small test of change surrounding engagement and attendance of a small group of our pupils. • Tracking meetings.	August 2023 – June 2024	Quantitative data Data gained from small tests of change for identified pupils – consideration of what made impact for future planning. Monitoring of absence data with aim to reduce the number of children with a greater than 10% absence. Pupil views Pupil voice – use of tool to capture pupil views on school.
Ongoing evaluation/actual impact:			

Priority Area : 3b Expand on ELC practitioners current knowledge of Froebelian Principles through professional reading of “Slow Knowledge and the Unhurried Child”.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? • Learner's voice – Through observation we have identified that some learners require an unhurried approach to their day to support building relationships with both peers and adults within the setting. Please see Relationships, Wellbeing and the Outdoors - Froebelian futures (ed.ac.uk) for full practitioner enquiry. • Staff feedback – “It has been so useful speaking with staff from a different setting and sharing ideas and good practice. The sessions have really cemented the importance of collaboration; collaboration with colleagues to ensure smooth transitions and shared values experiences across a level; cluster collaboration to support with children possibly coming from external nurseries; collaboration with parents and other agencies and most importantly, collaboration with children when setting up spaces and providing quality experiences.” –Previous year's feedback on collaborative working. • Service Level Priorities – “Practitioners will use their knowledge and understanding of the developmental needs of children and young people to create a relevant curriculum that ensures their needs are well met.” • Feedback from Thematic Review states - “The environment supports high levels of engagement underpinned by positive and respectful relationships between adults and children.” We want to further strengthen our engagement levels with our slow pedagogy approach.			

What do you aim to achieve? - By June 2024, 95% of practitioners will report a very good understanding of slow pedagogy. - By June 2024, almost all children will show progress in the involvement and engagement strand of the Assessment and Progression Framework. <i>Planning strongly reflects children's ideas and interests and shows how practitioners very effectively respond to and promote their creativity, enquiry and curiosity. Practitioners have a clear understanding of how children learn.</i> <i>Taking very good account of children's age and stage of development, practitioners are flexible and responsive in their approach as they encourage children to discuss and plan their learning, enjoy their successes and share their achievements</i> HGIOELC QI 1.2 Leadership of Learning	How will you achieve this priority? Continued model of professional reading and dialogue using 'Slow Knowledge and the Unhurried Child' Alison Clark. Partnership with Glendevon ELCC to take this forward-sessions with practitioners from both Wallacestone and Glendevon using structure of Reflect-Discuss-Collaborate-Regroup.	Timescales and responsibilities Emma Barrons (PEYO) working alongside SLT from Glendevon ELCC and Avonbridge ELC Termly Sessions planned with Glendevon ELCC and Avonbridge ELC	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data) Staff surveys after each session to look at levels of understanding and confidence in implementing a slow pedagogy approach. ELC – Playroom observations linked to Quality Assurance. Evaluation of impact through tracking discussions in November, March and May. <i>How well do practitioners recognise and support children who are less confident in expressing their views' and preferences? How effectively do they support children in making choices about their own learning?</i> HGIOELC QI 1.2 Leadership of Learning
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Ongoing evaluation/actual impact:	
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Braes Cluster Plan 23/24	Collaborative Professional Learning and Enquiry				
What data / evidence informs this priority?	Outcomes (Detail targets % etc.)	Interventions	Expected Impact	Measures	Actual Impact
- practitioners across the cluster are engaging in enquiry and confident in the process - the CfE refreshed narrative provides a platform for our Cluster to revisit the learner journey - stronger connections have been forged between colleagues across sectors,	- By June 2024 100% of participating teachers will continue to engage with practitioner enquiry, sharing their progress and findings with colleagues - By June 2024 100% of participating teachers will demonstrate an increase in CONFIDENCE, ENGAGEMENT and DEBATE in relation to the Braes learner journey, across the four contexts for learning - By June 2024 each Cluster Curriculum Refresh Group will	<u>Supporting practitioner enquiry</u> - June 2023 – all establishments advise colleagues of approach to practitioner enquiry - Wednesday 27th September 2023 CAT session (online) – refresh session on the principles of practitioner enquiry - Friday 24th November 2023 in-service (in person) – check-in session to enable colleagues to share progress with their individual practitioner enquiry - Tuesday 13th February 2024 in-service (in person) – check-in session to enable colleagues to share progress with their individual practitioner enquiry	- positive impact on young people's learning experiences and outcomes - colleagues able to learn from one another's enquiry and experiences, further developing their own expertise	- ERD coaching conversations linked to Professional Learning and enquiry - feedback from colleagues - observation of lessons - feedback from children and young people - ACEL data	
		<u>Cluster Curriculum Refresh Groups</u> - June 2023 – whole cluster consultation with colleagues to enable all staff to select their group - Tuesday 15th August 2023 in-service (in person) - introductory session - Wednesday 25th October 2023	- support colleagues in being critically reflective – - deepen colleagues' understanding of the learner experience at different stages in the 4 contexts for	- feedback from colleagues - discussion within groups - identification of current effective	

	have identified current effective practice and areas for further development in relation to their specific focus	CAT session (online) - consideration and amendment (or change) of each group's challenge question - identification of priorities for further meetings - Wednesday 21 February 2024 CAT session (online) - sharing of the pupil experience in each of our settings, in relation to the challenge question - opportunities for questions/suggestions ideas - Wednesday 13th March 2024- CAT session (online) - further sharing of the pupil experience in our settings, in relation to the challenge question - consideration and identification of the group's key priority for development in session 2024/25	learning ; Curriculum Areas and Subjects, Interdisciplinary Learning, Ethos and Life of the School, Opportunities for Personal Achievement - help staff further develop their practice - impact positively on children and young people's learning experiences and progress - identify areas for our cluster to further develop the learner experience	practice and future plans	
		<u>Braes Learning Festival</u> - Thursday 2nd May 2024 – sharing and celebration of progress	- enhanced understanding of the learner experience at different stages and across the four contexts for learning	- feedback from colleagues	