



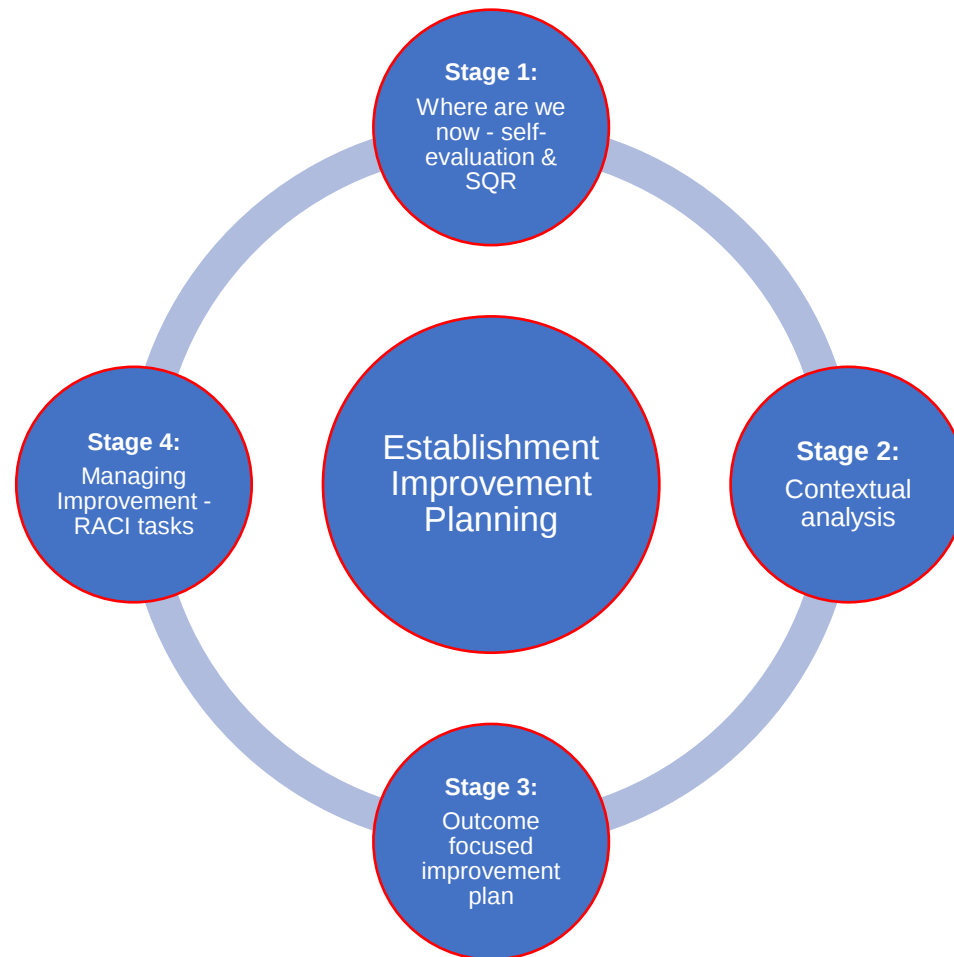
Falkirk Council
Children's Services

Establishment Name:
Wallacestone Primary School and ELC Class



Falkirk Council Children's Services

Establishment Improvement Planning Cycle





National Expectations

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION
ACHIEVING EXCELLENCE AND EQUITY



Community – Demographic, geographical and economic influences

- Our school roll is currently 408 pupils across 15 classes in Primary 1-7 and we have a maximum capacity of 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 20% live in SIMD decile 3-5 and around 80% within 8-10. 8% of our pupils in Primary 6-7 were entitled to free school meals last session.
- The school has worked to reconsider its curriculum rationale during session 23-24. To do this, it revisited its values and considered how they could be better linked to the school's mission (individuals, citizens, contributors and learners) and its vision (Work, Play, Succeed Together). The new school values of Care, Community, Curiosity and Challenge are helping to set an aspirational goal for curriculum based on the shared wishes of children, their families, staff and the local community.
- Community partnerships have developed with the Friends of Quarry Park group, Bailliefields Community Hub and the school continues to have strong links with the Braes HS Cluster. These partnerships support children's participation in their community and enrich the curriculum. School staff benefit from professional learning networks across the Braes Cluster and local authority.
- Working with Braes HS colleagues, almost all learners' destinations are positive with many of our pupils going on to further and higher education or work.

Attendance and Exclusion

- Overall school absence rates are low (4.6%) and continues to be ahead of neighbourhood group schools, cluster and authority averages.
- The school has reduced the number of pupils with a greater than 10% absence rate this session from 60 in session 22/23 to 38 this session. Interventions to support attendance and engagement of learners have been supported by a focus on Health and Wellbeing – Mental and Emotional Wellbeing across the school, Pupil Equity Funding and Stage 3 Additional Support for Learning interventions. A focus on a creative P7 transition programme, use of the SNUG/Hub and chunked approach to school days have helped more children to attend school regularly. Targeted interventions have supported the engagement and attendance of some learners at Stage 3 and pupil voice has helped us evidence the impact of broader approaches to curriculum planning focused on opportunities for personal achievement.
- Some pupils' attendance is impacted by term time family holidays due to parent work patterns (e.g. fixed leave in public sector) and cost to travel during school holidays.
- The leadership team monitor attendance and support families through phone calls and meetings. The school works with other agencies to seek support for children and families where there is a high rate of absence and have worked with Relationships Scotland, Aberlour, One Parent Families Scotland and Barnardos during 23-24.
- No exclusions during the 23-24 session.

Progress and Attainment

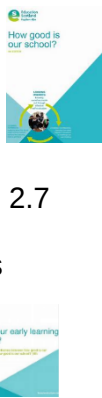
Overall attainment is consistently high and has been sustained over several years.

Stage	Reading	Writing	Listening & talking	Numeracy
P1	88%	88%	96%	88%
P4	84%	86%	95%	91%
P7	92%	87%	92%	87%

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. Flexible and Targeted Supports at Stage 2 and 3 are supporting bespoke curriculum planning & intensive use of technology for some learners.

School staff recognise most classes have a large spread of abilities and, as part of its Curriculum – Planning and Assessment improvement priority, the school has been working with teachers on methods of classroom practice to support and challenge all learners (focus teaching groups, differentiated planning approaches, use of technology to capture learning).

A revised approach to tracking and use of additional assessment tools is helping staff to better understand and address this. Work throughout the session using Falkirk Council Learning to Achieve Pedagogy Poster is supporting professional dialogue about effective classroom practices to support and challenge this wide range of abilities. Supporting effective assessment practices will continue to be a priority next session to underpin raising attainment and reducing the gap between learners not on track and those who are.

School Priority Area 1 Curriculum, Planning and Assessment (Year 2)	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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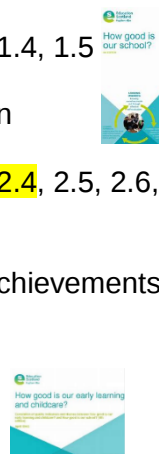
What informs this priority?

- Quality assurance (Classroom practice observations, Learning and Teaching meetings) and a Neighbourhood Group HGIOS 2.3 Thematic Visit** highlighted key strengths in learners' experiences and digital technology during sessions 22-23 and 23-24. They have also highlighted work to improve the consistency of approaches to making learning visible through formative assessment across the school. The school has taken steps to improve the robustness of its classroom practice observations this session by focusing more on the uniqueness of each class, teacher professional learning and has linked its improvement work to the Falkirk Council Learning to Achieve policy and pedagogy poster. The quality of learning and teaching across the school has also been supported by peer observations linked to the Learning to Achieve pedagogy poster. Teacher professional learning this session has been supported by a revised approach to Employee Review and Development using GTCS coaching wheels and the Falkirk Council pedagogy poster to support teachers' reflection on aspects of classroom practice where professional learning can support continuous improvement.
- Curriculum rationale refresh** allowed the school to revisit our school's vision, values and aims in session 23/24. Positive feedback from pupils, parents/carers, staff and partners about how the four Cs (Care, Community, Curiosity and Challenge) will support teachers going forward to design an ambitious curriculum around the needs of their learners. School staff have worked to better understand the community they serve and a focus on supporting teacher judgements through analysis of assessment data is helping to make planning decisions at the year, term and weekly level based on the profile of learners in the class. Work with Education Scotland Curriculum Innovation Team and professional learning with Professor Ken Muir last session is helping teachers to design curriculum around the needs of our children and community. The school is keen to develop the idea of a 'place based' curriculum and has considered how cross cutting themes of Learning for Sustainability, Creativity and Enterprise can support relevant Interdisciplinary Learning where children can apply learning. A longer term programme of curriculum review of 'core' knowledge and skills is underway and is being supported by the Cluster Curriculum Refresh Groups which will support improved coherence of the learners' journey from 3-18 with ELC, Primary and Secondary staff continuing to collaborate next session.
- Self evaluation** using HGIOS 1.2, 2.2 and 2.3 using a thematic approach of Curriculum, Planning and Assessment has led us to consider how approaches to medium term planning better capture assessment at the planning stage. A pilot group of teachers worked with colleagues in Moray PS this session to design a one page planner that sits alongside teachers' use of the Falkirk Council Progression Pathways. This will support assessment that is more integrated to the learning and teaching cycle.
- Tracking of learners' progress and achievement of a level data shows most of our learners achieve the expected level or are on track (>85%).** In most classes, the school has identified a gap between lower and higher attainment. Teachers differentiate for a wide range of abilities. Through enhanced tracking processes and professional learning around the teaching of reading in session 23-24, the school has identified that it can sometimes be difficult to make confident judgements of children's progress in reading, particularly in Primary 1 and 2, and identified a need to plan for reading more holistically. This also identifies a need that will be developed through SIP Priority 3 (see below) next session with a group looking at methods to support teachers' assessment of reading.

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))
Medium term planning in Reading [Linked to Reading SIP – Priority 3] By June 2025, 90% of teachers will feel confident or very confident at integrating assessment into the planning for Reading. <i>Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. HGIOS Q1 2.3.</i> <i>Assessment approaches are matches to the learning needs of learners and are used to support them to demonstrate where they are in their learning. HGIOS Q1 2.3.</i>	All teachers will use the revised format to plan learning in Reading for medium term planning with consideration to the questions below. Using the progression pathways to inform planning, teachers will then plan: - What is the intended learning? - How will I know? - What will I plan to help achieve this? Quality assurance processes will be focused on this priority across the whole session with main aim to ensure we gather evidence around: “‘How Do We Know All Students’ are learning?”. • Learning and Teaching Meetings – see <i>right</i> • Classroom practice visits – see <i>below</i>	August In Service Day - Teachers involved in pilot will work with rest of the staff to share how they used it in session 23/24. Examples of how planning for Reading more holistically can be approached. Time to collaborate and plan together on August In-service Day. Collegiate activity at start of term 2, 3 and 4 to plan. Revisit points through quality assurance. Reading SIP Priority activities in Term 3 (see below)	[Linked to Reading SIP – Priority 3] Survey data – Termly update to track how confident teachers feel at integrating assessment into the planning for Reading based on key questions below. Learning and Teaching Meetings (Level meetings) – Term 1 and 4 24/25 • Professional dialogue on how the planning format has been used to support planning for Reading. Record in L&T meeting format this term and introduce key questions (below) from Lyn Sharratt. • How good are we at naming learning? • How do we know that all children are making very good progress in their learning? • How well does the information we gather about children’s progress inform our planning and improvement? • How effectively do we involve learners and parents in evaluating learning? • How do we ensure that processes for assessment are manageable and effective in improving learning and teaching?
Refresh assessment map By June 2025, 90% of teachers will feel confident that processes for assessment are manageable and inform improvements in learning and teaching. <i>Processes for assessment and</i>	All teachers will participate in professional learning community focused on visible learning and Assessment AS/OF/FOR learning. All teachers will contribute to an updated assessment map that will support teacher judgements. This will help capture methods of classroom practice on daily, weekly, termly and annual basis that help us answer the question “How Do We Know All Students’ are learning?”.	Term 1 focus through CAT nights and August and November in service days Learning to Achieve – Section 8 “How do we celebrate and recognise the achievements of children and young people”. CAT night 1 and 2 - Use of West Partnership and Falkirk HT developed resources on Assessment Teacher Learning Community – Termly led by two teachers using Teaching Backwards book and Power Up Your	Survey data – Termly update to track how confident that processes for assessment are manageable and inform improvements in learning and teaching Classroom practice observations – Term 1 [Linked to Reading SIP – Priority 3] Senior leaders through Term 1 classroom visits and learning walks will use the 5 key questions with children: • What are you learning? • How are you doing? • How do you know? • How can you improve?

<i>reporting are manageable and very effective in informing improvements in learning and teaching. HGIOS QI 2.3.</i> <i>A quality body of evidence is used to support assessment judgements and decisions about next steps. HGIOS 2.3.</i>		Pedagogy books (bought for every teacher) Link to Reading SIP in Term 3 – Leadership of Change group considering approaches to assessing the totality of children's reading progress which will feed into design of updated Assessment Map. April In Service Day – Build Assessment Map based on CLPL and collegiate activity through 24-25 session. Implementation of this for August 2025.	Where do you go for help? Teacher discussion will be focused around the key question of "How Do We Know All Students' are learning?".
Tracking of learners' progress By June 2025, 90% of teachers will feel confident that tracking and monitoring are well-understood and used effectively. <i>Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after. HGIOS 2.3.</i>	Implement Falkirk Council Progress tracking system Use of Standardised Data and tracking data to support attainment action plans with support from Principal Teachers	New Progress Tracking System - Training session – August 2024 - Target setting – Sept 2024 - PTs will support teachers to use new online system. Use of tracking and assessment data - August In Service Day – collegiate activity to focus on reading data from SNSA and CEM from session 23-24 to consider implications for planning. - Post-tracking attainment action plan to summarise tracking meetings supported by Principal Teachers.	Survey data – Termly update to track how confident teachers feel they are that tracking and monitoring are well-understood and used effectively. Self evaluation - Feedback from staff to support update of Self Evaluation update using HGIOS 2.3 – Jan 2025 CAT night
Curriculum Rationale – Roll out and embed new values from session 23/24 <i>All stakeholders are able to talk about how the unique features of</i>	Continue to develop curriculum partnerships – staff link with Friends of Quarry Park group to support children's ongoing participation in community projects. Continue to develop place based curriculum through whole school term 1 focus on Falkirk Learning for Sustainability Bundle 3 – Local Heritage linked to	Ongoing throughout session led by PT and EYO. Term 1 focus for all children and staff to link with anniversary events in early October.	Pupil RRS Survey data - I know I can make a difference in local community Pupil voice – Biscuit and Blether - Gather feedback on impact of curriculum rationale – awareness of four values, awareness of how the school helps them to become local and global citizens.

<i>the school community inform the design of the curriculum. HGIOS 2.2.</i> <i>Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. HGIOS 2.2</i>	60th Anniversary of school in Sept/Oct 2024. Building on last year's work around 'the why', development of expanded curriculum rationale to better reflect play pedagogy, enquiry and project based learning and the role of Interdisciplinary learning.	Term 3 focus on developing pupil friendly version of Curriculum Rationale. Develop expanded curriculum rationale document to sit alongside poster.	Parent feedback – October Sharing the Learning event based around 60th Anniversary. Self evaluation – Using Learning to Achieve and HGIOS 2.2 to consider impact of curriculum rationale and design.
Braes Cluster Curriculum Refresh Groups <i>Time is protected for professional learning and collegiate working to develop the curriculum and consider its impact on children and young people. HGIOS 2.2</i>	All staff (ELC and school) will work in Cluster Curriculum Refresh Groups. These groups have all identified a strand of improvement activity linked to an area within one of the four contexts for learning.	August In Service Day – Tuesday 13th August session at Braes HS • Wednesday 25th September 2024 • Wednesday 6th November 2024 • Wednesday 19th February 2025 Cluster Learning Festival – April In Service Day	Each group will determine its own measures as part of the Leadership of Change approach within each Cluster Curriculum Groups.
Ongoing evaluation/actual impact:			

School Priority Area 2 Mental and Emotional Wellbeing Inclusion (Year 2)	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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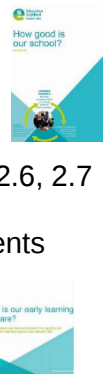
What informs this priority?

- **Staff and parent/carers dialogue, observations and Health and Wellbeing Tracking meetings** during 23-24 highlighted a general increase in anxiety related behaviours of children. There has also been a marked increase in the number of 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. School staff are keen to continue to be proactive rather than reactive in approaches to supporting children’s emotional and mental wellbeing.
- **SNUG (Nurture Classroom) 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. It also highlighted that there are a few children who feel that the school could do further work to improve pupil-pupil relationships across the school.
- **Feedback from a Neighbourhood Group HGIOS 2.3 Thematic Visit** highlighted strengths in terms of children who are eager and active participants who are engaged in their learning. It helped staff to consider and discuss how well we motivate, engage, support and challenge **ALL** learners. The school has 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 additional staff would welcome training on Decider Skills with staff recognising that more children would benefit from learning these skills. It also highlighted the need to work with the wider school community around understanding of differences. Staff 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)
Positive Relationships By June 2025, 95% of staff and pupils will have contributed to and have a shared understanding of our new school policy around Positive Relationships. <i>All children and young people are benefitting from high-quality universal support. We have an effective strategy for securing positive relationships and behaviour which all staff and partners take responsibility for implementing.</i> HGIOS4 QI 2.4	Professional learning sessions to evaluate, discuss and ensure that all staff are up-to-date with local and national guidance, creating a clear policy for our school. • Use of Education Scotland “Promoting positive relationships and behaviour in educational settings”. • Incorporation of UNCRC. • Professional reading: -“After The Adults Change: Achievable Behaviour Nirvana”, Paul Dix. -“Creating a Trauma Informed Classroom”, Sarah Lathan. -“Applying Nurture as a Whole School Approach: A Framework to support the self-evaluation of nurturing approaches in schools (Environment and Relationships). -“The Circle Framework (Child, Inclusion, Research Into, Curriculum, Learning, Teaching) Work with pupils in classes; class charters linked to UNCRC, building positive relationships between staff-pupils and pupils-pupils, school values and four expectations. 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. Discussions with pupils at assemblies. Work with High School and ELC colleagues to discuss and share best practice in building positive relationships.	Collegiate calendar • August 2024 – In-service day • September 2024 CAT night Cluster Curriculum Refresh Group – Positive Relationships - Early to Fourth level • Group of interested staff (led by Wallacestone PS DHT) will work at cluster level to support wider cross sector engagement. • Wednesday 25th September 2024 • Wednesday 6th November 2024 • Wednesday 19th February 2025 Led by two class teachers – ongoing throughout the session	Qualitative data Conversations with staff, pupil and parent/carers and emotional and mental wellbeing ambassadors. Biscuit and Blether sessions with pupils Quantitative data Self-evaluation using HGIOURS with pupils. RRS Survey data from staff, pupils and parent/carers around Positive Relationships – September 2024

Mental and Emotional Wellbeing Curriculum By June 2025, 95% of staff, pupils and parent/carers will have contributed to, and have a shared understanding of, our mental and emotional wellbeing curriculum offer at whole school level. By June 2025, 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>All staff know and respond very well to the individual needs of children and young people and promote and support their wellbeing.</i> HGIOS4 QI 2.4 <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	Professional discussion sessions around the big ideas, skills and knowledge that we would like our children to understand, learn and know at each level. Creation of a mental and emotional wellbeing curriculum map. Develop a toolkit for supporting the emotional and mental wellbeing of our pupils. Further staff trained in Decider Skills. Roll out the Decider Skills proactive approach to positive mental health programme to our Primary 4-7 pupils and parents/carers and small intervention groups across P1-P7. Refine our HWB assessments (current SHANARRI booklets) to inform planning at whole school, class level as well as more individual or group interventions. Regular assemblies.	Collegiate calendar - December 2024 CAT night - February 2025 CAT night Open morning for parent/carers - March 2025 Development of in-house professional learning (Brew and Blether) to share practice/expertise and support understanding across ELC and school. Linking with Elaine Fitzpatrick, Educational Psychologist Led by two class teachers – term 2 and 3 focus.	Qualitative data Conversations with staff, pupil and parent/carers and emotional and mental wellbeing ambassadors. Biscuit and Blether sessions with pupils Quantitative data Self-evaluation using HGIOURS with pupils.
Inclusion By June 2025, almost all of our children will be able to give an example of how the school supports every pupil to feel happy and included. <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	Work towards the school silver award for Visual Communication Environment. Building on the learning from last session, further work as a school community around neurodiversity (and diversity in general) and acceptance of differences, establishing a shared understanding of school ethos and values. Regular assemblies. Support for Learning Teacher to establish a neurodivergent parent/carer support group.	Susan Thomson SLT teacher and Susan Bannatyne Speech and Language Therapist leading this work throughout the session.	Quantitative data Data from use of visual environment audit tools. Repeated and compared later in the year. Silver award Feedback from staff to support update of Self Evaluation update using HGIOS 3.1

Priority Area: Raising attainment for all learners in Reading Year 2 [School] <i>This priority is linked to SIP Priority 1 (Curriculum, Planning and Assessment) to help capture impact on learners' progress and attainment in Reading, supported by improvement work around planning and assessment.</i>	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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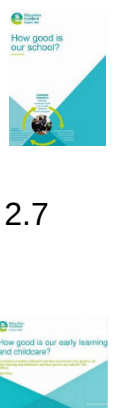
What informs this priority?

- **Teacher Professional Learning in Session 23-24.** Last session, staff worked with colleagues in Avonbridge & Drumbowie Primary Schools to read chapters from “The Art and Science of Teaching Reading” by Christopher Such. This supported collegiate discussion and evidenced improvement in teachers’ understanding of the building blocks of teaching reading. Teachers reported they felt more confident at understanding how to support and challenge learners. This session, the school would like to build on this professional learning by considering the impact on learners’ progress and attainment.
- **Assessment evidence and attainment data.** The school has continued to demonstrate high levels of attainment with most or almost all children being on track or ahead of track. School staff recognise, through discussion at tracking meetings and through analysis of standardised assessment data, that there is a significant spread of abilities in almost all classes. Some children are making very good progress in their learning and benefit from more challenge. Support for Learning processes at Stage 1 and Stage 2 are supporting children with targeted interventions and use of technology to make good progress. Improved approaches in three pilot stages in 23-24 (Primary 1, 3, 7) has supported teachers to make interventions earlier through improved assessment approaches to understand where children are at in their learning and what they need to make progress.

This session, the school would like to support teachers feel more confident to make robust judgements on learners’ progress across the totality of children’s reading curriculum and will approach this by linking its improvement activity in SIP Priority 1 with a focus on impact on learners’ through SIP Priority 3 (Raising attainment for all learners in Reading).

- **Pupil voice.** Children’s views on their enjoyment of reading have varied and this is supported by feedback from parents/carers. Biscuit and Blether evidence in 23-24 showed that children can talk about what they are learning in writing but find this harder in reading.

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 2025, we will evidence a 3% increase in combined Reading attainment at Primary 1, 4, 7. By June 2025, all stages will have reading attainment at or ahead of the national average of 85% at expected level.	Link to Curriculum, Planning, Assessment SIP (see above) with sessions to support refreshed approach to planning for reading and with improved assessment approaches. Improved teacher understanding of how to plan and assess Reading holistically. Supporting staff to understand prior learning and set appropriate targets for all learners. All staff will collaborate by analysing Literacy data across the school – standardised data, tracking, ACEL. Use of the 5 key questions (Lyn Sharratt) to support visible learning in reading. Staff will work in Leadership of Change groups during Literacy CAT time to plan improvements that will support specific aspects across the school to raise reading attainment. Leadership of Change Groups - Engage with Reading Schools Award to promote reading culture & reading for enjoyment. <i>[working with colleagues from Avonbridge & Drumbowie PS]</i> - Approaches to closing the gaps in Reading at Early/First Level <i>[working with colleagues from Avonbridge & Drumbowie PS]</i> - Challenging more able readers in First/Second Level - Assessment of Reading - How we assess the totality of children's reading.	Moderation activities using new medium term plan at Learning and Teaching meetings – Term 1 and 4 August In Service Day Progress Target Setting by 1/10/24 CAT nights Term 1 and 2- Curriculum, Planning, Assessment SIP with focus on application of practices to Reading. Term 3 and 4 focus on working in Leadership of Change groups	Attainment - Monitoring of tracking data in November, March and May. - Monitoring of ACEL data (long term patterns of attainment) - Use of Standardised Testing to support teacher judgement and identify gaps/opportunities to challenge - Use of PM Benchmarking to support teacher judgement with individual pupils. Moderation activities – Link to Curriculum SIP - Learning and Teaching meetings using 5 key questions in relation to children's progress in reading Classroom observations – Link to Curriculum SIP - Peer observations (TLC) in Term 3 focused on visible learning practices to support assessment practices and responsive teaching in reading. Pupil voice - Pupils' perceptions of reading – sampled in September and March. Parent feedback - Parents' perceptions of their children's attitudes towards reading – sampled in September and March.

ELC Priority Area 1 Implementing the Assessment and Progression Framework within the ELC (Year 2)	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 – Most staff members have agreed that the implementation of the Assessment and Progression Framework has supported more holistic understanding of the stage of development for each child. This is supporting planning and interventions across the ELC Curriculum through discussions about spaces, experiences and interactions through Huddles and individual interventions. <i>"I think it gives a bigger picture of the child and a better understanding."</i> • Tracking data – The Assessment and Progression Framework tracking process has now been in place for 3 cycles. The overall data is showing almost all children are progressing through the strands or maintaining levels 3/4 throughout the year. Staff have communicated that taking more time to explore the different sections of the A&P Framework would be highly beneficial. • Staff CLPL and collegiate activity with another ELC (Glendevon ELC) in session 23-24. Last session, Wallacestone ELC staff read “Slow Pedagogy” by Alison Clark and met throughout the session with colleagues from Glendevon ELC. They considered the values and practices that underpin Slow Pedagogy. This supported staff to look at the totality of children’s experiences in the ELC to look at the ‘whole child’. • Ongoing cluster collaboration with Braes Cluster colleagues. Wallacestone ELC staff continue to work with primary school teachers and high school teachers to consider children’s journey from 3-18 across the four context for learning. This session, all staff will continue to engage with Cluster Curriculum Refresh Groups. This will support ongoing consideration to the totality of children’s experiences that are being planned based on robust assessment processes in the Assessment and Progression Framework. By working cross sector, Wallacestone staff are supporting coherence of children’s progress by considering what comes before and what we are laying the foundations for. This is also supporting primary and secondary colleagues to better understand practice in the ELC and how children’s progress is being assessed. • 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 Pedagogy and Assessment			

What do you aim to achieve? - By June 2025, 95% of practitioners will have a very good understanding of the Assessment and Progression Framework. - By June 2025, 95% of practitioners will feel confident in recording observations and evidencing the Assessment and Progression through learning journals and planning. Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children. HGIOELC QI 2.3 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. HGIOELC QI 3.2	How will you achieve this priority? Change to tracking meetings. Keyworkers will now come to the meeting with their circles completed in order to discuss each child's progress with their room colleagues and a lead practitioner. Focussed sessions to look at observations to highlight which aspect of A&P Framework is being referenced to support holistic observations. Revisiting initial training for Skills for Life and Learning as this has been highlighted as an area requiring further training by the staff team. Explore current connections with huddles and observations and documentation of planning.	Timescales and responsibilities September 24 – Revisit Skills for Learning and Life Extended tracking meetings throughout November, March and May. Protected time to focus on observations scheduled each term. Twice weekly huddle meetings – 15 minutes of protected time on Tuesday and Thursdays	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data) Apply SOPHIE method of monitoring to track individual children's time in ELC. Individual children's trackers monitored and discussed within rooms led by PEYO/SEYO at tracking meetings in November, March and May. Learner Profiles monitoring termly <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
Ongoing evaluation/actual impact:			

ELC Priority Area 2 Communication: Developing practitioner knowledge of Speech and Language communication strategies and their implementation	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? • Tracking data shows that our attainment in Concepts of Print and Oral Language have ≥72% of children making progress or maintaining 3/4 in line with Assessment and Progression framework. ELC staff have continued to see an increase in referrals to Speech and Language Therapy within the ELC to support with a range of communication needs. • Staff feedback that children are requiring and benefitting from staff implementing a range of different interventions both universally and targeted to support the needs of all children within the ELC. Impact of visual communication and approaches to interactions through previous sessions has supported children to engage with the environment and feel more settled in ELC. • Staff Professional Learning in session 23-24 in use of Adult Child Interaction (ACI) strategies. The ELC staff were supported through training from Speech and Language Therapy in session 23-24 and undertook peer support videoing to help improve the quality of interactions. • 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”			

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 2025, almost all practitioners will have completed at least 3 cycles of ACI monitoring with individual targets and improved interactions evidenced. By June 2025, the ELC will have achieved a silver award for visual environment. By June 2025, 95% of practitioners will feel confident in implementing a range of strategies to support communication within the ELC. <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 Careful planning ensures that practitioners have regular opportunities to learn with and from each other, both in and beyond the setting. HGIOELC 1.2	CLPL based on a professional reading and discussion format using chapters from - Foundations of Literacy by Sue Palmer Input from Speech and Language Therapy. - Visual Environment Training - Diamond Award Support - Intro to SLT Training - Ongoing consultations ACI monitoring scheduled in September, January and April Communication Champion to share all current resources and strategies available.	Visual Environment training on August Inset Gain Bronze Award before December 2024. ACI monitoring scheduled in September, January and April November 2024 Focus Session on Repeated Stories	Staff confidence data - Confidence scale in Term 1 and 4 on implementation of ACI Methods - Individual targets for ACI development Tracking data - Continued progression in Oral Language and Concepts of Print Strands of Assessment and Progression Framework Quality Assurance programme – 24/25 - ACI Peer Monitoring Programme - Playroom Observations focused on types of interactions with children. (SOPHIE Observation) - External Speech and Language Therapy audits for Bronze and Silver visual environment awards. <i>In what ways do we ensure children are making progress across all aspects of their learning and development?</i> HGIOELC QI 3.2 Are practitioners able to access effective levels of training and support to build their own capacity to support the diverse needs of children as they grow and develop? HGIOELC 2.4

**Ongoing evaluation/actual
impact:**