



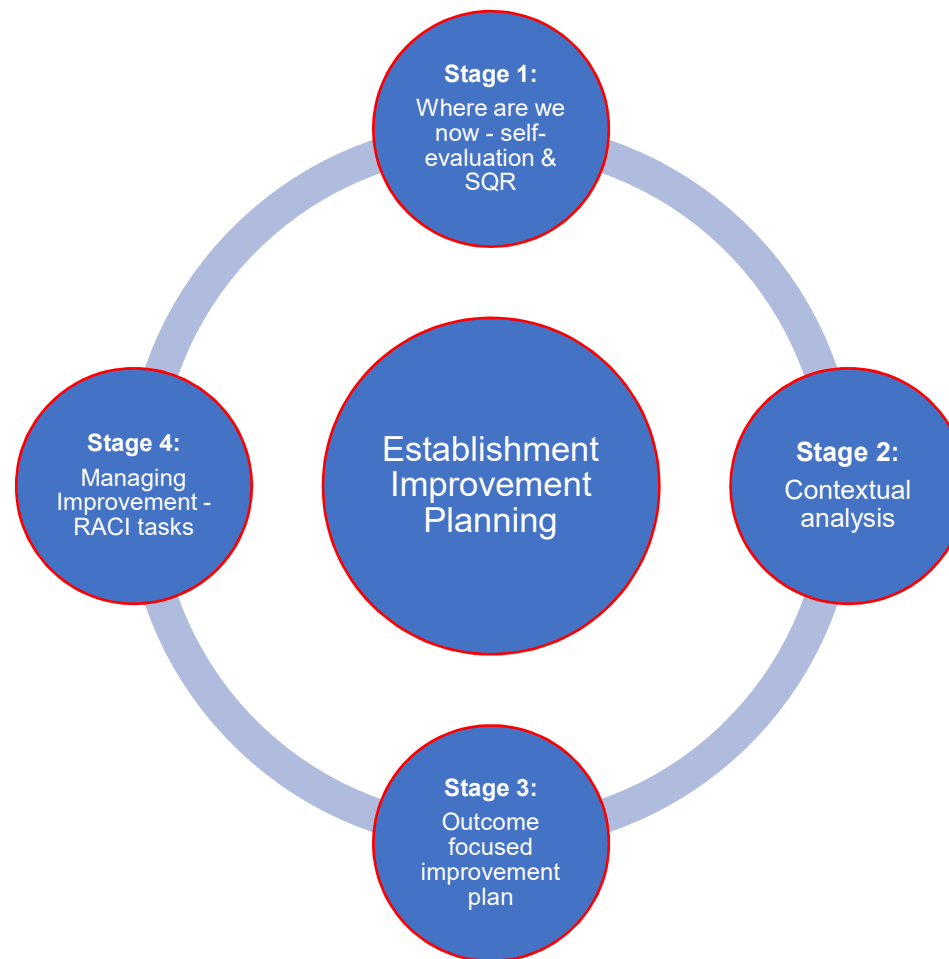
Falkirk Council
Children's Services

Establishment Name: Dunipace Primary School 2024-2025



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

Dunipace Primary is a non-denominational primary school providing mainstream education to pupils in our nursery class and Primaries 1-7. The school roll for session 2024-2025 is 193; 158 in primary classes and 35 in the nursery class.

- We are predominantly situated within an area that has a mixed catchment. The majority of our pupils are classed as being in **SIMD 6**.
- We have 34 pupils in receipt of free school meals of which the current

Attendance and Exclusion

Session	Average attendance (%)
2021-2022	88.9%
2022-2023	90.97%
2023-2024	92.89%

- The school's attendance rate has significantly improved from 2020-2021. Our Inclusion and Family Support Worker works in partnership with our children and families to promote continued attendance at school.
- We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families' context and any barriers to attendance.

Progress and Attainment

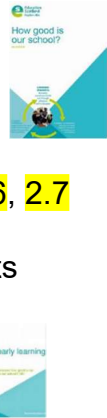
Attainment 2023-2024	Reading	Writing	T&L	Numeracy
P1	86%	82%	100%	100%
P4	77%	64%	86%	73%
P7	82%	86%	93%	82%

Attainment 2023-2024 SIMD 1-10 On track and ahead	Reading	Writing	T&L	Numeracy
41 PEF pupils across P1 to P7	76% 13% increase from 22-23	76% 19% increase from 22-23	95% same from 22-23	80% 17% increase from 22-23

Primary 2, 3 and 6 classes have the highest percentage. • Around 22% of our children are entitled to Free Meal Entitlement (FME) across Primary 1 -7, although this is not necessarily a true reflection as some of our families have financial difficulties. The wider community and Parent Council supports all our families through making monetary and food donations to the school Community Larder. Our families can be supported by our Inclusion and Family Support Worker. • New private housing and new Local Authority housing have brought more of a mix of SIMD. • Most children are in SIMD 1, 2, 4, 5, 6, 8 & 10. • We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Speech and Language Therapy and Family Support Services such as Aberlour, Barnardo's and Relationship Scotland are all regular participants in planning for our children and families. • We pride ourselves in having strong community links with our families, Dunipace Parish Church and Tygetshaugh Court Care Home. Our Senior Early Years Officer is PEEP Trained and Sleep Action Scotland trained. One of our Early Years	Next session 2024-2025, we will have a whole school focus on late coming. • Our Senior Leadership Team and Inclusion and Family Support Worker follow up where any issues are unresolved. Exclusions <table border="1" data-bbox="689 453 1290 767"> <thead> <tr> <th>Session</th><th>Number of exclusions</th><th>Number of different pupils excluded</th></tr> </thead> <tbody> <tr> <td>2021-2022</td><td>2</td><td>2</td></tr> <tr> <td>2022-2023</td><td>3</td><td>3</td></tr> <tr> <td>2023-2024</td><td>3</td><td>3</td></tr> </tbody> </table> • This table indicates that exclusions have remained the same over the past three years. In all cases, extended support and planning has been prioritised to ensure positive outcomes for the children and families. • Further support for identified children and families has been offered by our Inclusion and Family Support Worker.	Session	Number of exclusions	Number of different pupils excluded	2021-2022	2	2	2022-2023	3	3	2023-2024	3	3	• Our attainment shows that most of our children are attaining expected levels in literacy and numeracy. However, there is significant room for improvement here. • Children have a strong end in terms of their attainment at early level, but this gain is not sustained as children move through the school. • Our identified gap is the attainment of children living in SIMD 1, 5 and 6 in comparison to those in SIMD 2-4 and 7-10. We aim to close this gap through our identified interventions with a focus on improving learners' outcomes through developing medium and long term planning to meet all learners' needs; high quality experiences for all learners; pupil voice and high quality feedback to inform planning and assessment. • Within the nursery, we continue to embed our What Matters to Me pro formas and analysis of observations to measure our children's engagement in learning. This provides key workers with data that informs planning around the children's interests and play experiences provided to stimulate and engage all our young learners. Through these observations, the children are supporting each other's learning experiences offering help and asking questions that direct and support their play. The play experiences, interactions and environment support each child's stage of development and are inclusive through the resources and support provided for all. • Moderation of What Matters to Me pro formas, learning journals and focus child observations within the nursery are discussed regularly and professional dialogue is used to inform the planning of the continuous provision. • Regular tracking and attainment meetings between teachers, Early Years staff and Senior Leadership Team enable ongoing conversation about attainment and interventions.
Session	Number of exclusions	Number of different pupils excluded												
2021-2022	2	2												
2022-2023	3	3												
2023-2024	3	3												

Officers is Book Bug trained. We are excited to offer family learning opportunities in session 2024-2025 further supported by the school's Inclusion and Family Support Worker. • 42% of our pupils have an additional support need in Dunipace Primary School. Further to this we support other children with literacy/numeracy difficulties and health and wellbeing issues through universal or targeted support/interventions. These children are not necessarily on our staged intervention system.		• All teaching staff have developed their confidence around their own professional judgements, and using the regular monitoring of interventions to demonstrate impact. This Session we worked in partnership with Nethermain Primary School to engage with professional dialogue around pupil's progress in writing. Next session we continue to work in partnership across the Denny Cluster focusing on the moderation cycle of learning, teaching and assessment.
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Stage 3

Priority Area: Early Years (Nursery) By June 2025 all ELC staff will plan, track and monitor using the assessment and progression framework.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School 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 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? - Quality assurance observations and audit of our spaces and experiences using the Continuous Provision audit tools (Falkirk Council). Child's Voice The Nursery children were asked what they liked about their nursery: 'the seesaw' 'I like the toys' 'drawing' 'the bikes' 'playing on the slide' 'making ice lollies' Falkirk Early Years Team Quality Improvement Priority to promote “developmentally appropriate early learning, teaching and assessment in ELC and early stages of primary school.” Feedback from Walk the Floor (November 23 and February 24) ➤ Continuous provision not evident across the room ➤ Continue to focus on the environment and the experiences provided in the zones			

- It was calm and inviting for the children and resources were organised better which meant they were easier for children to access. It was good to see some furniture and resources which were not being used removed which has given you more space for the children to use.

Staff spaces audit (January - March 2024)

Staff agreed we need to:

- Develop their cosy spaces within the nursery
- Ensure resources are labelled
- Board maker visuals to be used consistently across the setting
- Consideration of the lighting
- Focus on diversity

Staff Experiences Audit (February – May 2024)

Staff agreed we need to:

- Update Continuous Provision
- Consider the number of children attending each gathering within the nursery environment
- Consider introducing sewing (Aug 24)
- Develop visuals throughout the setting including:
 - for the snack and lunch routines
 - open and close sign so children can announce snack and lunch

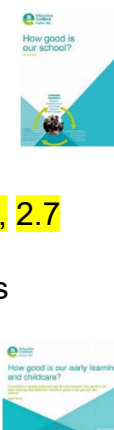
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Effective learning spaces with appropriate resources are established within the nursery environment.	All ELC staff to engage in a critical evaluation of the continuous provision. Staff will provide appropriate resources and provocations to ensure quality learning experiences throughout the continuous provision. Staff will continue to create effective spaces to meet the needs of all children	Daily and Weekly 2024-2025 – all ELC staff	• Falkirk Council Spaces audit tool • Continuous Provision audit tools using Realising the Ambition and HGIOELC • SaLT Communication Friendly Environment Audit tool • Individual pupil needs identified in reference to the SCERTS framework

Effective planning processes in place across the Nursery which supports a developmentally appropriate curriculum	Staff will provide pupils with a balance of child led and adult led high quality learning experiences. Opportunities given to share good practice and smooth pedagogical transition across Early level and between settings. ELC staff will examine the progression of skills development within the continuous provision. Child's voice used to inform planning and assessment of high quality experiences for all learners. Child's next steps used to inform planning of high quality experiences for all learners The rights of the child are acknowledged throughout the continuous provision and positive interactions with adults.	By end June 2025 – KB and ELC Staff By end June 2025 - KB and ELC Staff • KB attending Cluster ELC meetings • JM attending SEYO meetings • Continuous provision planning and evaluation • HT and DHT attend Early Leadership Forum Termly June 2025 – KB and ELC Staff	• Planning Meetings • Ongoing audit and review of continuous provision and experiences planned and assessed to meet all learners needs • Tracking and progress meetings • Observation pro forma • Parent/carer feedback regarding the child's interests and needs • Minutes from professional dialogue meetings • Falkirk Council Experiences audit tool • Falkirk Council Interactions audit tool • Children's voice to be gathered through Pupil Leadership groups in the school • Leuven scale of engagement • Resource audit • Minutes for planning meetings • Child's Voice captured within the floorbooks
Increased confidence and skills in assessing (through observation), recording and tracking young children's learning	Staff will evaluate focus child paperwork and adapt as necessary Focus child analysis will be carried out after every cycle and shared with children and parents/carers. The vocabulary associated with the Progression and Assessment Framework (early language and numeracy skills, self, social and emotional language) will be used by all ELC staff.	By September 2024 Fortnightly by KB and ELC staff	• Tracking and progress meetings • Parent/carer feedback regarding focus child observations and analysis of learning • Audit of focus child paperwork • Child's Voice

	Tracking using the language of early language, early numeracy, self, social and emotional wellbeing will be carried out after focus child analysis		
Increased confidence of Early Years staff in moderating planning, spaces and experiences offered across the curriculum	Staff will engage in joint moderation activities focusing on purposeful play experiences and high quality interactions. Examples of children's voice reviewed and monitored showing evidence of their interests and needs being planned and assessed for across high quality learning experiences. All ELC Staff continue to engage with and participate in analysing observations; moderating observations and adapting planning and assessment to meet the learners' needs through the environment and the play experiences offered. All staff to deepen their knowledge of identifying our children's next steps and how this is planned for. All ELC staff are developing the vocabulary associated with the Progression and Assessment Framework (early language and numeracy skills, self, social and emotional language) as ongoing professional dialogue	Ongoing opportunities for: • Moderation of planning • Moderation of observations • Moderation of What Matters to Me • Moderation of Child Focus observation • Moderation of Focus Child Analysis Ongoing audit and moderation of the continuous provision; reviewing, planning and adapting the play experiences offered in each zone to develop early skills for all learners Termly June 2025 – KB and ELC staff	• Develop a link with a cluster ELC nursery class • Continuous Provision audit tools using Realising the Ambition and HGIOELC • Tracking and progress meetings • What matters to me settling in evidence • Parent/carers feedback regarding the child's interests and needs • Observation pro forma • Minutes from professional dialogue meetings SELF-EVALUATION TOOLS • Realising the Ambition section 6: Putting Pedagogy into Practice • HGIOELC 1.2 Leadership of Learning • QF 3.2 Leadership of Play and Learning • National Standards Criteria 1: Staffing Leadership and Management • Codes of practice (SSSC): Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills.

Ongoing evaluation/actual impact:	
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Stage 3

Priority Area 1: School (P1-7) By June 2025, all teachers will have developed their planning, assessment and differentiation for the presumption of mainstream and implementation of universal and targeted support to meet all learners' needs and continue to raise attainment and achievement.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School 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 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? ➤ Local authority restructure of the presumption of mainstream and resources available to meet the needs of all learners ahead of Session 2024-2025 ➤ Our school tracking data in comparison with neighbourhood schools. ➤ We have the following data of identified children on the Staged Intervention Framework (Session 2023-2024): • 41 identified children on Staged Intervention 1 • 24 identified children on Staged Intervention 2 • 17 identified children on Staged Intervention 3 ➤ In total 82 children (41%) requiring universal or targeted supported. ➤ 61% of our PEF identified children have an additional support need and are involved in the Staged Intervention Framework. These children require more targeted supports providing pace and challenge across all their learning. Staff feedback through self-evaluation from HGIOS 4 (February 2024) • <i>We have a plethora of universal strategies used across the nursery setting and within the classroom</i> • <i>All children and staff can share the school's vision and values</i> • <i>Children are involved in identifying the next steps in their learning</i>			

- *All staged intervention children are involved with a key adult across the school to co-create identified targets. Their voice is shared at TAC meetings.*
- *All staff support the children's wellbeing and respond to individual needs.*
- *All staff and partners actively seek out opportunities for professional development to support meeting the needs of learners.*
- *All teaching staff know the data for identified children such as care experienced and PEF, and confidently put strategies in place to support learning and remove barriers.*
- *Support for learning and nurture teacher works closely in partnership with the Inclusion and family support worker to co-create bespoke opportunities for identified children and families.*
- *The nursery and staff team have identified they would like training around Makaton; meeting the needs of neurodiverse children and understanding the trauma a learner may be experiencing when emotional and how the adult can keep the child, the class and themselves safe.*

Parent/Carers Feedback (February 2024)

- *100% of parents/carers feel the nursery and school involve our children in making decisions about their learning and planning next steps*
- *89% of parent/carers feel the nursery and school know their child well – in his/her learning, achievements and interests*
- *67% of parent/carers feel the nursery and school provide play and learning experiences at the right level – not too hard and not too easy*
- *78% of parent/carers feel the work given to their child is sufficiently challenging*
- *78% of parent/carers feel the nursery and school communicates well about the support needs of their child*
- *56% of parents/carers feel the main area of improvement is to focus on: the support provided for children with additional support needs*

Pupil Voice Feedback through the Pupil Council (February 2024)

- *I can look at the wall displays to help me with my work. In our class we have a literacy wall and a numeracy wall.*
- *Our teacher asks us what we want to learn in our topic.*
- *I can use coins, shapes, clocks, cubes and games on the Smartboard to help me with my maths work.*
- *I can use a dictionary, thesaurus or VCOP pyramid to help me with my spelling and my writing.*
- *My teachers give me next steps about my work and what I need to do next.*
- *Two stars tell me what I am doing well.*
- *I can ask my friends and my teacher to help me with my work when I am stuck.*

Partners Feedback (February 2024)

- *79% strongly agree and 21% agree that there were positive outcomes from their involvement as a partner*
- *72% strongly agree and 22% agree that the Dunipace Team valued the range of expertise that could help learners grow and develop*
- *72% of partners strongly agree that the engagement and communication between the service and the school is regular, structured, supportive and efficient.*
- *It is clear that the school have the best interests of the children at the heart.*
- *I always found all staff and children to be welcoming. Practitioners were committed to utilising support offered and we built up highly effective, positive working relationships. The team were highly reflective during coaching conversations which led to solution focused discussions.*

Ongoing self-evaluation feedback throughout the session

- *Continued professional dialogue around medium and long term planning to inform targeted support for identified children using attainment data.*

- Continual professional dialogue around the planning and moderation cycle with a specific focus on the skills of learning and differentiation.
- ✓ 2.3 Support Visit Feb 24 feedback: Staff understand the needs of children and support them well through positive nurturing relationships which helps most children to be ready to learn.
- As part of Falkirk Council's Strategic Vision 2023-2026 this focus sits under the **Curriculum and Learning, Teaching and Assessment** improvement priorities.

Next steps:

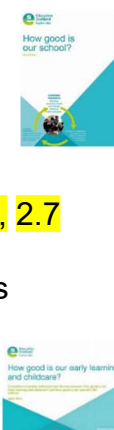
- Plan effective CLPL opportunities that supports staff meeting the needs of all learners through the presumption of mainstream
- Consider the pace, challenge and support provided for all learners in the nursery environment and the classroom
- Continue to communicate to our parents/carers the resources and strategies we have in school to support all learners – what does this look like?
- Continue to raise awareness and develop a culture of diversity across our school community
- Continue to develop and implement an understanding of universal and targeted support required for identified children
- 2.3 Validation feedback next steps (Feb 24)
 - Develop a clear rationale for the curriculum to ensure that learning and teaching meets the needs of all children at Dunipace.
 - Build on existing work focusing on tracking and monitoring to develop clear processes which link tracking, planning and assessment to ensure that staff make effective use of this information to inform next steps for children.
 - Work collegiately with staff to develop a consistent understanding of effective pace and challenge for all learners linked to effective planning.
 - Continue to develop a range of ways to support children to be active participants in their own learning.

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)
Through the presumption of mainstream, develop a communication friendly environment to meet the needs of all learners	ETHOS AND ENVIRONMENT In partnership with Speech and Language Services, audit the current learning environment to identify required adaptations of spaces to meet the needs of all learners. Develop a consistent approach to the use of symbols that are recognisable and transferable across the nursery and the school.	ETHOS AND ENVIRONMENT • Ongoing throughout session 2024-2025 • Audit completed by Oct 24 by SaLT and SfLT • Support staff team and parent helpers	ETHOS AND ENVIRONMENT Quality assurance referring to the ASN Audit created by the Educational Psychologist Team 23-24 and SaLT communication environment evaluation tools • Nov 24, March 25 and May 25

	Introduce a Makaton sign of week across the nursery and all classes (Signing Hands) Parent/carer Makaton workshops supported by the school's Inclusion and Family Support Worker and PEEP trained SEYO Develop the space of a nurture classroom and plan how this will support learners from Nursery to Primary 7 Continue to embed and use the language of UNCRC Rights of the Child from Nursery to Primary 7. We aspire to aim for our Silver Award.	• All staff and children • Digital leaders to create QR codes and film sign of the week to share with the wider school • All staff can access if they opt for the CLPL programme for Makaton • SLT and SfLT • Parents/Carers • All stakeholders in the school community • Ongoing throughout 2024-2025	UNCRC Audit tools and criteria to achieve Silver
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Develop an understanding of the needs of neurodiverse learners and to meet their needs through universal and targeted support	UNIVERSAL AND TARGETED SUPPORT All staff to engage and participate in CLPL around meeting the needs of neurodiverse children Continue to implement universal and targeted strategies to support the needs of all learners Continue to contribute to the co-creation of Child's Plans to meet the needs of the child at the centre of the plan Continue to audit, review and purchase concrete materials and resources for literacy and numeracy to provide universal support for all learners.	UNIVERSAL AND TARGETED SUPPORT All teaching, nursery and support staff involved in CLPL Aug 24 with Inclusion and Wellbeing Services Termly –SLT and all staff Termly –SLT and all staff Annual - SLT and all staff	UNIVERSAL AND TARGETED SUPPORT Quality assurance self-evaluation tools through HGIOS 4/ELC - 2.4 Personalised Support Professional dialogue through tracking and progress meetings, Team around the Child Meetings and collaboration of creating Child's Plans to meet the needs of the learners Pupil Council HGIOURS Part 2 – pupil voice focus groups
Develop an understanding and strategies of supporting pupil and staff wellbeing	WELLBEING OF ALL All staff to engage and participate in CLPL around a Trauma Informed Lens Develop an understanding of the meaning of trauma and how this can affect readiness to learn and human responses to a situation that may require an intervention Develop a consistent approach of strategies required for identified children through the collaboration of targets on Child's Plans and any relevant risk assessments Continue to communicate the key messages around supporting diversity and inclusion across the wider school community	WELLBEING OF ALL All teaching, nursery and support staff involved in CLPL with Inclusion and Wellbeing Services • Termly – SLT and all staff • Termly – SLT and all staff, parents/carers and individual children • Assemblies	WELLBEING OF ALL Quality assurance self-evaluation tools through HGIOS 4/ELC - 1.4 Leadership and management of staff and 3.1 Ensuring wellbeing, equality and inclusion
Ongoing evaluation/actual impact:			

Stage 3

Priority Area: School (P1-7) By June 2025, all teaching staff will expand their knowledge, skills and confidence in developing the components of the Learning, Teaching and Assessment Moderation Cycle. All learners will experience high quality learning opportunities.	School leadership Teacher professionalism Parental engagement Assessment of children's progress School 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 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? • School writing attainment data locally and in comparison with neighbourhood schools. • Staff self-evaluation session - review of planning and assessment process. (Feb 24) • Staff self-evaluation, school improvement priorities and RACI Task brief updates (Nov 23. March 24 and May 2024) • Quality Assurance highlighted an inconsistent approach in pupil feedback and pupil voice of learners being involved in planning across the curriculum. Pupil focus groups shared they are very involved with planning the learning of their topic but were not aware contributing to planning across literacy and numeracy. (Jan 23) • Quality assurance highlighted an inconsistent approach in pupil feedback and pupil voice that most learners were unsure of the skills they were learning and this may be transferable across the curriculum (Mar 24). • Jotter sampling observations 2023-2024 show that we need to focus on: differentiation, pace and challenge, meeting all learners' needs, pupil voice and high quality feedback. • Medium and long term planning identified as a development need by staff to ensure consistency across all curriculum levels and using planning to identify targeted next steps and individual learners based on BGE Toolkit attainment data.			

Ongoing self-evaluation feedback throughout the session

- Continued professional dialogue around medium and long term planning to inform targeted support for identified children using attainment data.
- Continual professional dialogue around the planning and moderation cycle with a specific focus on the skills of learning and differentiation.
- 2.3 Validation feedback next steps (Feb 24)
 - Develop a clear rationale for the curriculum to ensure that learning and teaching meets the needs of all children at Dunipace.
 - Build on existing work focusing on tracking and monitoring to develop clear processes which link tracking, planning and assessment to ensure that staff make effective use of this information to inform next steps for children.
 - Work collegiately with staff to develop a consistent understanding of effective pace and challenge for all learners linked to effective planning.
 - Continue to develop a range of ways to support children to be active participants in their own learning.

Next steps:

- Plan effective CLPL opportunities that deepens the staff's knowledge and understanding of the **moderation cycle** and how the components support the planning and assessment of learning and teaching
- Consider the pace, challenge and support provided for all learners in the nursery environment and the classroom
- Continue to develop a consistent approach to planning and assessment across the school
- As part of Falkirk Council's Strategic Vision 2023-2026 this focus sits under the **Curriculum** and **Learning, Teaching and Assessment** improvement priorities.

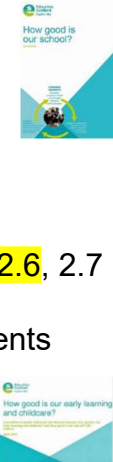
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))
Continue with implementing a consistent pedagogical approach to writing across the school (as started Session 2022-2023) All learners will continue to experience motivating and engaging writing	MEDIUM AND LONG TERM PLANNING All staff will implement the co-designed writing and grammar planners (from 2023-2024) and review the impact across the session Continue with professional dialogue around the consistency of planning and assessment Review and audit resources for spelling and design a consistent approach to support planning, assessment and meeting all learners needs.	MEDIUM AND LONG TERM PLANNING Ongoing 2024-2025 Termly – SLT and all staff Led by BC/LN	PLANNING • Feedback from CLPL sessions • Feedback through Quality Assurance led by SLT, Pupil Council and Pupil Focus Groups throughout the session • On-going minutes of CAT sessions and RACI task briefs to inform next steps.

experiences across the curriculum			- Minutes and professional dialogue around medium and long planning. - Minutes and professional dialogue around tracking and monitoring. - Teacher/peer feedback on pupil participation and engagement. - Feedback from Team Manager visits to the school throughout the session
Continue with implementing a consistent approach of planning and assessment across P1-7 Develop a deepened knowledge and understanding of the moderation cycle and how the components support the planning and assessment of learning and teaching.	PLANNING All staff will continue to engage in CLPL exploring effective medium and long term planning, moderation and assessment (moderation and planning cycle). All staff will continue to engage in CLPL exploring the components of an effective lesson. Continue with termly opportunities for professional dialogue focused on planning and assessment Develop the vocabulary of skills based learning across all learning opportunities.	PLANNING Ongoing CLPL 2024-2025 – SLT, David Ironside and working in partnership with Nethermains Primary School Termly – SLT and all staff Termly – SLT and all staff Daily – all teachers and learners	
Develop a consistent approach in planning differentiation for all learners to meet their needs. Develop a deepened knowledge and understanding of the moderation cycle and how the components supporting the planning and assessment of learning and teaching.	DIFFERENTIATION Whole school planned series of CLPL CAT sessions throughout the year to develop planning and assessment that includes differentiation to meet the needs of all learners. Develop the vocabulary of skills based learning across all learning opportunities	DIFFERENTIATION Ongoing CLPL 2024-2025 – SLT, David Ironside and working in partnership with Nethermains Primary School All learners experience appropriate support and challenge Daily – all staff and learners	

Develop a consistent approach in the purpose and impact of formative and summative assessment strategies creating quality learning intentions and success criteria for pupils that informs assessment and planning. Develop a deepened knowledge and understanding of the moderation cycle and how the components support the planning and assessment of learning and teaching.	ASSESSMENT STRATEGIES Whole school planned series of CLPL CAT sessions throughout the year. The focus is to develop pedagogical approaches in the purpose and impact of a variety of Assessment for Learning (AfL) Strategies to develop quality learning intentions and success criteria. PUPIL VOICE All learners will be involved in developing their own targets identified through the co-creation of learning intentions and success criteria. All learners will be involved in deepening their understanding and knowledge of the UNCRC Rights and how they support their own experiences as a learner. Develop the vocabulary of skills based learning across all learning opportunities TEACHER LEARNING COMMUNITY (TLC) Opportunities for professional dialogue focusing on own practice and assessment for learning strategies used to assess learner progress across learning. Continue to develop the skills of professional discussion around research and critical reflection.	ASSESSMENT STRATEGIES AND PUPIL VOICE Ongoing CLPL 2024-2025 – SLT, David Ironside and working in partnership with Nethermain Primary School All learners experience appropriate support and challenge Daily – all teacher and learners TEACHER LEARNING COMMUNITY (TLC) Planned TLC sessions through 2024-2025 – led by SLT. In-house CLPL offered. Optional to attend.	ASSESSMENT STRATEGIES Quality Assurance – jotter monitoring, evidence of pupil progress, pupil focus groups, learners' experiences showing evidence of learning intentions and success criteria, medium and long term planning. Ongoing staff CLPL session and ongoing self-evaluation informing next steps. Pupil voice is recognised and strengthened across universal and targeted support planning and interventions TEACHER LEARNING COMMUNITY (TLC) Ongoing professional dialogue for those teachers who opt into the sessions. Feedback informs planning of the next sessions.
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Continue to develop a culture of professional enquiry and critical reflection to raise attainment and achievement for all.	PEDAGOGY All staff will continue to participate in the Practitioner Enquiry model: Plan, Do, Study and Act focusing on a component of the moderation cycle. Teachers will share findings with colleagues. This focus will be on identified children to help close the gap.	PEDAGOGY On-going throughout session 2024-2025 – all staff through the Moderation Programme delivered at Council level (September and November 2024) Nov In-service 2024 Sharing Practitioner Enquiry Good Practice linked to Learning, Teaching and Assessment moderation cycle. Working in partnership with Kit Gilbert Education Scotland Nethermain Primary School to develop our knowledge of self-evaluation; evaluative language and using data to support learner progress and continuous improvement. On-going throughout session 2024-2025 – all staff	PEDAGOGY - Professional dialogue around planning and assessing, tracking and monitoring. - Increased attainment at all stages. - PDSA feedback data. (Practitioner Enquiry)
Ongoing evaluation/actual impact:			

Stage 3

Cluster Priority Area: Moderation of Writing	School leadership Teacher professionalism Parental engagement Assessment of children's progress School 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 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? - As part of the Council's Strategic Vision this focus sits under the 'Positive Attainment and Achievement for All Learners' improvement priority. - Self-evaluation data gathered at cluster level highlights that confident teacher judgement in writing is not consistent and a shared understanding of the standards to achieve a level needs to be developed. - ELC and teaching staff in all establishments have identified moderation as a key priority for improving their own practice. - Enhance the cross-sector cluster partnership working, supporting effective professional dialogue through collegiate working.			

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)
ELC and teaching staff to work collegiately to develop an understanding of the components of the moderation cycle and use this effectively to support robust teacher judgement. Develop a consistent understanding of what is required to achieve a level in writing to support raising attainment for all learners.	SLT and teaching staff to learn about the Progress tracking system and how to use this effectively to track and monitor pupil progress and attainment in writing. Susan Thomson, Team Manager, to work with the Denny Cluster schools to support them to develop an understanding of the components of the moderation cycle. Following the three sessions with Susan Thomson, ELC and teaching staff will teach collegiately planned lessons. SLT will plan quality assurance activity across the cluster to further support shared understanding of standards. Teaching and ELC staff will come together in levels to moderate	Led by establishment HTs. One twilight session with Kimberly Robinson focusing on Progress. 4.9.24 @ Denny HS 3.30pm – 5.00pm Three twilight sessions with Susan Thomson. 11.09.2024 @ Denny HS 3.15pm – 4.45pm 25.09.2024 @ Denny HS 3.15pm – 4.45pm 06.11.2024 @ Denny HS 3.15pm – 4.45pm - In-Service Day – 18.02.2025 Early Level – Head of Muir Frist Level – Antonine PS Second Level – Denny HS	- Staff will confidently use Progress to record learner progress and attainment. - Staff will have engaged in moderation processes. A shared understanding of the standards and levels of attainment will be agreed. - Staff confidence surveys will evidence improvement in using the moderation cycle to support teacher judgement. - Staff will be able to discuss the impact that the moderation events have had on assessment procedures in their classroom. - Confidence in making judgements about achievement of a level will increase. Staff will identify impact on their own

	written pieces created as part of the collegiately planned lessons.		professional development in terms of confidence knowledge and skills. • Analysis of attainment figures will evidence more robust and accurate recording of attainment levels. • Links across the cluster will be strengthened. • Head Teachers will be more confident in declaring attainment figures across the school.
Ongoing evaluation/actual impact:			