Strategic Priority	Year 1	Year 2	Year 3
1.	Curriculum To build confidence and expertise in the teaching and delivery of STEM activities through engagement in the SSERC PCP initiative. (Learning Community Priority)	Curriculum: LC Priority To embed high quality teaching and learning in STEM and increase application in interdisciplinary learning and real-life learning opportunities.	Curriculum
2.	Raising Attainment To increase attainment in literacy through provision of cohesive, high quality talking and listening and reading instruction.	Curriculum To review and refresh our Curriculum Rationale, in line with the refreshed Curriculum Narrative guidance and taking into account our unique context, incorporating meaningful opportunities to embed digital literacy, sustainability, Rights of the Child and Pupil Voice into our curriculum map.	Curriculum To fully embed the SLC skills frameworks across all curricular areas to build a dynamic, relevant and engaging curriculum which meets the needs and interests of our learners.
3.	Inclusion and Equity To increase learner engagement and attainment for identified children through the provision of universal and targeted interventions. In ELC, targeted interventions through PEEP programme linked to school focus.	Raising Attainment To increase attainment in literacy through provision of cohesive, high quality writing instruction and exploration of writing in IDL.	Raising Attainment
4.	Pupil Voice To increase meaningful opportunities for impactful pupil voice incorporating Rights of the Child, Eco Schools & Sustainability, Inclusion, Digital Literacy and Pupil Parliament.	Inclusion and Equity: PEF To systematically improve our school's ability to identify and address the diverse needs of all learners through effective practices and procedures, ensuring timely and appropriate interventions while rigorously measuring their impact.	Inclusion and Equity To increase learner engagement and attainment for dyslexic children through early identification of possible barriers, increase of dyslexia friendly environment and strategies, and provision of high-quality targeted interventions.

Context of school

Maxwellton Primary School and ELC Class is a non-denominational school situated in the Calderwood area of East Kilbride. The local area is a mixture of social and privately-owned housing. Access to transport and local facilities is very good. There are a range of shops, cafes, a restaurant, a post office, churches, a doctor's surgery and Sports Centre all within walking distance. Our local community supports the school and we have developed strong links with local resources and businesses.

The original school was opened in 1957. As part of South Lanarkshire's Schools Modernisation Programme, our new school building was completed and opened in October 2013 and provides an excellent bright and stimulating environment in which our children can learn and achieve.

Maxwellton shares the school campus with Greenburn School, who cater for children with severe and complex needs. There is currently growing practice of social and functional inclusion between the two schools.

In session 2023/2024, the school has a roll of 186 over 7 classes, and the ELC class has 40 children attending throughout the week. There is currently a staffing compliment of 9.6FTE teachers and 8.5FTE

support staff in the school. There is a team leader, 5FTE early years workers and 1.6FTE members of support staff in our ELC class.

Our school has **27%** of our children receiving Free School Meal Entitlement (FSME). This is an increase of 3% from last session. We currently have 39% of our school identified as having ASN needs and 2% of our children are care-experienced.

Our school roll is predominantly from **SIMD areas 4-6**

SIMD	1	2	3	4	5	6	7	8	9	10
	0%	2%	8%	29%	9%	43%	4%	3%	1%	1%

Our School has also gone through significant changes in leadership within the last 7 years. Since August 2016, the school has had three Acting Head Teachers in place, the revision of the Depute Head Teacher post to Principal Teacher in 2019 and three changes in Headship. The current Headteacher has been in post since April 2023. The leadership team within the school now consists of the Head Teacher and a Principal Teacher.   This session, our Principal Teacher will take on the role of Acting DHT with responsibility for ensuring equity.

We have carefully reviewed our vision, values, and aims in consultation with every member of our school community. After thoughtful consideration, we have collectively chosen Teamwork, Respect, Achievement, Care and Kindness as our core values. Our vision is clear: Working together, we are all on the right T.R.A.C.K!"

- **Teamwork**: "Teamwork means we all work together like a big family. We help each other and celebrate success as a team."
- **Respect**: "Respect means treating everyone kindly and listening to each other. We respect our school, our teachers and ourselves."
- **Achievement**: "Achievement is when we work hard and do our best. It means reaching our goals and feeling proud of what we've learned."
- **Care**: "Care is about being kind and looking out for each other. We care for our friends, our school and our environment."
- **Kindness**: "Kindness is showing love and generosity to everyone. We should think of others and do our best for them. It's about being friendly, helpful and making others feel happy."

We are incredibly proud of our school and our amazing children. Together, with Teamwork, Respect, Achievement, Care and Kindness guiding us, we know we are on the right T.R.A.C.K. for success and happiness in everything we do.

Our School Rules are Be Safe, Be Respectful and Be Ready and these rules are evident in our Positive Relationships Charter, the cornerstone of our Positive Relationships policy.

Positive Relationships Charter

- I will show respect and manners.
- I will respect everyone's right to be safe.
- I will have a 'can do' attitude.
- I will aim high and always try my best.
- I will make good choices and reflect on my actions.

- I will have kind hands, feet and words.
- I will be honest.

We are part of the Calderglen Learning Community and have developed strong links with other local schools. We work closely with our ELC, other local nurseries and Calderglen High, to ensure that smooth transitions are planned for.

Our Parent Council is active and engaged in the life and work of the school. Supported by our Parents and Carers, they contribute to our school in many different ways, including fundraising.

Strategic Priority 1: To embed high quality teaching and learning in STEM and increase application in interdisciplinary learning and real-life learning opportunities.

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims	HGIOS?4 QIs (select from drop down menus)
Improvement in skills and sustained, positive school-leaver destinations for all young people **NIF Driver** Teacher and practitioner professionalism Curriculum and assessment	**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy** **Support children and young people to develop their skills for learning, life and work**	ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.	2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability **HGIOELC QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning teaching and assessment 3.3 Developing creativity and skills for life and learning

Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Staff had previously highlighted a lack of confidence when teaching STEM. Following involvement with SSERC PCP, staff have indicated an increase in their confidence. They have highlighted that they now need to apply the knowledge and skills learned to improve the teaching and learning and assessment of STEM.

Staff highlighted in a recent questionnaire that they enjoyed the CLPL sessions through SSERC and would now like the opportunity to continue to further enhance their skills in teaching and delivery of STEM with a further development on technology.

Staff have identified through the 'building capacity questionnaire' that they would like to further develop | There will be an increase in the quality of teaching and learning and assessment of STEM.

All staff's knowledge and awareness of digital technologies will have increased, and this will be evident in their daily practice

There will be an increase in collegiality and sharing of good practice of STEM within our establishment and beyond.

Across the school and ELC, there will be an improvement in access to digital technology to support STEM learning effectively. | Staff to further embed STEM/science planners and SSERC resources to ensure a more consistency within high quality teaching, learning and assessment.

Staff to attend SSERC further training on the assessment of science.

Staff to further develop opportunities for IDL opportunities within their planning.

Resources for STEM and lesson ideas will be further enhanced and shared.

Updated skills progression/planners for technologies will be implemented.

Staff will develop skills within microbits/coding through training.

New digital resources across all curriculum areas will be trialled (cost permitting) in school and ELC. | • Staff/pupils initial and post technology questionnaire • Team teaching opportunities through STEM by class teachers • STEM self-evaluation and improvement framework to be completed pre and post • Implementation and evaluation of technologies progression framework/planners • Parents/carers feedback following STEM/technology workshops • Evidence of application of Digital School Award • Staff will evidence IDL opportunities within their planning | Acting DHT- Carolyn Brown

Team leader ELC-Amy Cassidy

Digital technology NCCT-Mrs Carleton, Mrs Begg and Mrs Brown |

science links with other curricular areas to improve interdisciplinary learning. Pupil voice feedback has indicated that pupils would like more opportunities for interdisciplinary learning with science, technology and maths. Staff indicated the beginning of successful STEM partnerships that have contributed to a positive shift in developing the World of Work. Through evaluation, staff indicated that they wish to further enhance this to provide learners with real life learning opportunities, At previous parental workshops, parents/carers highlighted that they would like more opportunities to be more involved in STEM opportunities throughout the school/ELC.	Further increased parental and community partnerships relating to STEM and My World of Work will be embedded. Further opportunities will be created for children to take responsibility for their STEM learning, successes, and achievements. Children with be provided with more opportunities for Interdisciplinary learning in STEM through real life learning opportunities.	1. QR codes to access e-books and online resources (Blooket, Plicker, Sumdog) 2. Listening Stations – Audio Books 3. Microbits 4. Fero and Robbie the Robot resources. (Shero Indi) 5. Beebots and programmable toys in ELC 6. Barefoot Computing resources in use in Early Years. Staff to further develop application of Sumdog, IDL and Immersive reader to enhance our digital provision. Staff will share good practice of STEM lessons through team teaching opportunities. There will be an Increase in iPads within the school-This will contribute to an increase in the use of digital technology being used out with the subject of technology. Staff will be timetable for further digital provision sessions. Update I-pads with relevant apps suggested by pupils and staff to enhance their learning. Provide a lunchtime STEM club for pupils. (Changed to Friday PM) Parents and carers provided with workshops to enhance STEM and the knowledge of digital support platform such as Sumdog, IDL and Immersive Reader. Implement STEM/World of Work week to further enhance community partnership. Implement digital/STEM ambassadors throughout the school & ELC and develop opportunities for competitions and personal achievement in STEM. Work toward achieving a level one digital award.	

| | | Implement Go Fresh food technologies programme.

Nursery

All ELC staff will engage with Learning through Landscapes staff development sessions.

Develop programme of outdoor learning based on LtL training.

Implement Woodwork training and provision within the ELC.

Develop parental engagement through STEM opportunities.

Nursery will engage in more environmental walks to identify STEM in our local environment.

Increase of loose parts and embedding this for children to explore STEM and ensure STEM and STEM vocabulary is included in everyday experiences.

Increase of access to technology for ELC – more use of iPads, C-touch, Chromebooks
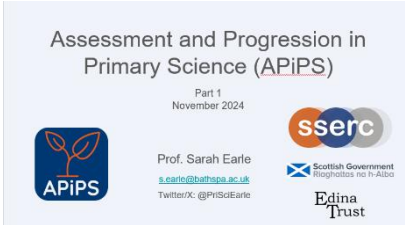
Stay and play sessions based on STEM

STEM Champion identified within ELC to fully embed throughout and leading workshops with older children as part of transition.

PEEP Workshops – linking to STEM, working in partnership with STEM Champion

Reaching out to other establishments to share practice of STEM | | |

Progress and Impact		**Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda**

1. SSERC Training (Teacher Assessment in Primary Science)

This is our second year of our three-year improvement cycle for STEM. This year we have worked to build on last year's development work, where we worked to further enhance STEM experiences for all our learners by establishing a SSERC mentor thus improving confidence levels in our staff when delivering STEM experiences for our learners.

This academic session we have continued with our work with SSERC to develop teacher's assessment in Primary Science for teaching scientific skills. We continue to build on the resources and training delivered by the engagement in the SSERC PCP mentor programme through engagement in TAPS Scotland. This academic year, staff have attended three online training sessions organised by SSERC to further enhance the teaching and assessment of Primary Science (TAPS). It has been positively received by staff due to the practical nature of each of the sessions. Staff have actively joined in "carry-out the science" activities whilst developing their knowledge of investigative skills. Each session has provided staff with lesson ideas and supported a pedagogical shift through enhancing staff's knowledge of scientific enquiry skills and what that looks like across all different levels of the curriculum.

Assessment and Progression in Primary Science (APiPS)

Part 1
November 2024

Prof. Sarah Earle
s.earle@bathspa.ac.uk
Twitter/X: @PriSciEarle

- *Further embed TAPS Scotland lessons and resources/approach across the school more consistently. Further enhance the TAPS Scotland scientific skills through the review, plan and do approach. Review impact through class observations of STEM.*

- *The next step will be to further implement the use of iPads and digital tools/platforms to further enhance teaching and learning experiences across all areas of the curriculum.*

- *Staff will be consulted on further training that would be beneficial to them to help them develop their own digital skills.*

- *Staff will engage in the digital pedagogy CLPL training that the school has signed up for to enhance digital learning across the school.*

- *The school will generate a Digital Strategy in consultation with staff, parents and children.*

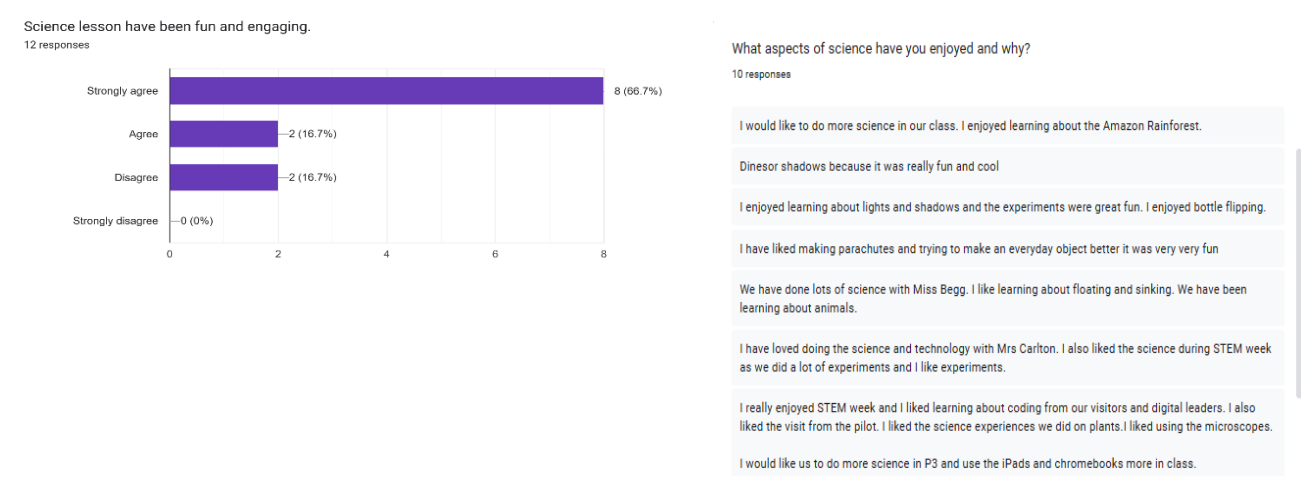- *The school will engage in team teaching opportunities to enhance their practice.*

Staff have found the assessment lessons plans very useful for supporting a focused assessment approach in science. Staff had highlighted last academic session that they would warmly welcome a bank of lesson plans to support the teaching and assessment of science and this training has strengthened our resource bank whilst improving staff's understanding of the progression of inquiry and investigative skills. Evidence of the implementation of TAPS has begun to show through STEM Week and photographic evidence of class lessons shared across most classes. This has been positively shared to parents/carers through the school's private Facebook page.

- Increased opportunity for exposure to digital development across the curriculum.

- CLPL Barefoot Programme.

- Increased digital opportunities for learners

Staff have been consulted on what has been most impactful in improving their practice, at the end of this academic year. Staff noted that the SSERC sessions have been very useful in supporting their practice.

'The Science SSERC training we had gave some really good ideas and the TAPS plans/resources are good. It would be useful if the tied in with our Science yearly overview?' (class teacher)

"I enjoyed the Science and Technology input we have had". (class teacher)

"I liked the lesson plans and practical activities" (class teacher)

The SSERC activities and training and the Digital Literacy training has also had a positive impact on my practice."

(class teacher)

"SSERC sessions improved my practice" (class teacher)

A sample of children across the school have consulted on science experiences and lessons. 83.4% agreed or strongly agreed that science lesson have been fun and engaging.

Science lesson have been fun and engaging.
12 responses

Strongly agree	8 (66.7%)
Agree	2 (16.7%)
Disagree	2 (16.7%)
Strongly disagree	0 (0%)

What aspects of science have you enjoyed and why?
10 responses

I would like to do more science in our class. I enjoyed learning about the Amazon Rainforest.

Dinesor shadows because it was really fun and cool

I enjoyed learning about lights and shadows and the experiments were great fun. I enjoyed bottle flipping.

I have liked making parachutes and trying to make an everyday object better it was very very fun

We have done lots of science with Miss Begg. I like learning about floating and sinking. We have been learning about animals.

I have loved doing the science and technology with Mrs Carlton. I also liked the science during STEM week as we did a lot of experiments and I like experiments.

I really enjoyed STEM week and I liked learning about coding from our visitors and digital leaders. I also liked the visit from the pilot. I liked the science experiences we did on plants.I liked using the microscopes.

I would like us to do more science in P3 and use the iPads and chromebooks more in class.

<u>**Development of Digital Literacy and Computing Science.**</u>

Pedagogy/Digital Ambassadors

The children across the school have been exposed to an increase in high quality teaching and learning within the areas of digital literacy and computing science. This is evident through teaching and learning and opportunities for wider successes across digital learning. The implementation of new resources across the school and the engagement with the SSERC resource bank has provided the school with the use of better-quality digital resources. Mrs Carleton has attended a variety of training sessions on Sphero Bolts and Vex Go to further enhance her skills as the NCCT digital lead.

The children have been provided with more opportunities to enhance their skills within computing science through the implementation and exposure to Sphero Indi, Micro-Bits, Sphero Bolt, Knex Challenges & VEX GO. A recent Vex-Gon survey highlighted the benefits and confidence and engagement level following the use of Vex-Go. 86.4 % of the children felt they were learning new things. Children stated the following:

"It was really fun because it helped me feel real creative"

" I want to do it again."   "I love building. This way I like learning".

All children felt either confident or kind of confident using the kit. All children expressed their interest in using the VEX-Go kits again in the future.

There was a focussed continuation of last year's STEM Week, aiming to enhance student's digital skills by fostering collaboration with external partner agencies and exposing learners to real-world applications through World of Work experiences. This was positively received by staff and the children. They noted that they really enjoyed the coding and Barefoot session. A particular favourite was outside visitors telling us about their STEM related professions.

To further support our dyslexic learners, a Read & Write and Immersive Reader group has been undertaken to enhance the use of these platforms across the school. This will be continued and further enhanced through staff training in the new session.

STEM Week Timetable (Week Beginning 10/2/25)

STEM Week Timetable (Week Beginning 10/2/25)

The implementation of our digital ambassador roles has been a very successful tool in supporting the delivery and enhancement of coding skills within the school. This has been positively received through their implementation of the Friday coding session, STEM Week and leading aspects of digital learning through assemblies. The introduction of digital leaders has had a highly positive impact. These children have demonstrated strong leadership qualities, confidently supporting their peers in developing essential digital skills. Their involvement in school assemblies has been particularly effective, including presentations on online safety and responsible technology use. Furthermore, their work has helped embed digital learning across the curriculum, fostering a culture of innovation and collaboration. Overall, the digital leaders have played a vital role in enhancing our school's digital literacy and promoting a positive, forward-thinking learning environment. This will continue as part of our digital strategy for 2025/26.

The recent implementation of a new class set of iPads (35) has provided further tools to enhance digital learning across the school and ELC. This has been further enhanced through the purchase of 10 C-Touch boards for across the school and ELC. The next step will be to further implement the use of iPads and digital tools/platforms to enhance experiences across other areas of the curriculum. This will help to identify natural opportunities to implement digital tools to support learning and teaching throughout other areas of the curriculum.

A recent digital survey conducted by a sample of children across all stages was gathered and the results shown below. It has shown that children feel more confident at using digital tools for learning than previously.

I can now create simple programs or code as part of my computer science lessons.
10 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

60%
10%
30%

I feel more confident using digital tools for learning than I did.
10 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

90%
10%

I feel more confident using digital tools for learning than I did.
10 responses

- Strongly agree
- Agree
- Disagree
- Strongly disagree

90%
10%

Staff Development in Digital Literacy and Computing Science.

Staff have been provided with a variety of CLPL training opportunities within the areas of Digital Literacy and Computing Science.

Inset Day 11th November 2024

CLPL has been undertaken with the lead for STEM (Gilian Reilly) and Digital (Rachel Thomson) through the delivery of Sphero Indi and Micro-Bit training. 100% of staff noted in their self-evaluation that the found the CLPL met their learning and developmental needs. 100%

Which element of the session did you find mo	Please indicate any further supports you thinl
Practical	Team teaching
Being able to explore with the resources	Nothing I am happy with the training
Sphero	Mire training
Navigating the website.	n/a
The little cars	I'd need more practise in using Microbits.
Getting a chnace to try out the resources	More time to look at and explore the resources

of staff strongly agreed/agreed that the training will have a positive impact on their learners. Following the CLPL, staff identified any further support they thought they would require. This included team teaching, further CLPL and more time to look and explore the resources.

Inset Day 19th February

Staff training was delivered by Mrs Brown (acting DHT) and Mrs Carleton on the areas of Sumdog, Plickers, Kahoot and Blooket. This was to support the use of digital platforms to support teaching and learning across other curricular areas. This was received very positively and explored how to use these platforms to enhance teaching and learning within Numeracy, Literacy and other curricular areas. Staff noted they felt more confident using these platform following step by step instructions and exploration.

"Digital Literacy inputs have also been hugely beneficial and also the SSERC training, all have been hugely impactful in the delivery of the curricular areas." (teacher)

Following on from the CLPL digital training, staff completed a questionnaire to evaluate the use of digital technology across the school. https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKed16-csWbJBuXxYqG-nCQZUNDZaMDJWNjlLU0hDTjBQOTJZNTBHVDFENC4u

When presented with the following statement: *learners in my class have the opportunity to use digital skills across a variety of curricular areas*, 22% of staff highlighted that they use digital skills across a variety of curricular areas. 66 % highlight that they sometimes use digital skills across a variety of curricular areas.

When staff were asked to provide suggestions on how to improve/enhance our provision of digital learning, teaching and assessment, staff noted…

- *"Some of these things are done (the teaching of computer science and digital literacy) via non-class contact time, but access to the technology and support for children using technology are issues" (teacher)*

Overall, opportunities for further expansion of digital tools and CLPL for enhancement of digital tools across the curriculum, would be welcomed from staff across the school. This will include further training on the use of the new C- Touch boards and other digital platform to enhance teaching and learning.

The school have now signed up to Build your Pedagogy for digital support. The school have also applied for the Digital Xtra Grant. Introducing 'Digi-Buds', a project which aims to launch a lunchtime club designed to promote digital learning for children with Additional Support Needs (ASN). Led by older Maxwellton pupils children who are Digital Leaders, this initiative will support Greenburn School pupils and involve support from both establishments staff. The club will provide an opportunity for the Digital Leaders to enhance their coding and computer knowledge while developing key teamwork and leadership skills. Digital Leaders will initially be given training in a range of digital resources, such as unplugged coding activities from Barefoot Computing and hands-on tools like EaRL robots, Sphero Bolts and Indi Cars. Each term, the Digital Leaders will then mentor small groups of selected ASN children, guiding them through coding activities. This initiative provides a supportive environment for ASN children to explore digital learning, while also empowering Digital Leaders with valuable life-long skills that extend beyond coding to leadership and mentoring.

Digital Literacy and Computing Science Framework

Digital Literacy and Computing Science Framework has been enhanced through partnership working between Mrs Carleton (NCCT Digital Lead) and Mrs Brown (Acting DHT). The framework will be rolled out in session 2025/26 and will contain suggested lesson activities with support resources. As a school, we would like to further develop this to include a further framework to support digital skills/resources to enhance learning across other areas of the curriculum. This will be identified as a planned action for our new SQIP as well as implementing a digital Maxwellton strategy.

Implement Go Fresh food technologies programme.

The Go Fresh food technology initiative for Primary 5 to Primary 7 pupils has had a highly positive impact on both learning and school community engagement. Pupils developed essential life skills through hands-on cooking experiences, boosting their confidence, teamwork and understanding of nutrition and food preparation. The initiative culminated in a heartwarming celebration with parents, strengthening home-school links and giving children a sense of pride and achievement. Overall, this project enriched the curriculum in a practical and meaningful way, encouraging independence and fostering a love for learning through real-life application.

Further CLPL will be planned for the new session, with a continued focus on using digital technology to enhance learning and teaching. The aim is to build on existing progress and ensure more consistent application across all STEM classrooms, ultimately improving outcomes for all learners. We have initially developed parents' awareness of digital tools, apps and websites to support learning through Parents Evening Information stations. The next step is to offer workshops that actively engage parents in using these tools to support their children across curricular areas.

In summary, while clear progress has been made, further work is needed to ensure that the benefits of staff training and digital integration are fully realised throughout the school.

Pupil Voice

What is going well?

- I enjoyed doing Indi with the mats and we figured out lots of ways to get Indi to her destination. I really liked learning about this as it's so important that Indi didn't go off the track. I like using iPads to learn games. I don't have these on my iPad. It's really fun. I am getting the hang of using them now.

- I have enjoyed learning about design engineering and how it is done. As we progressed more, we learned about how to make prototypes and we are even designing some of our own. We have also done some coding on Swift playgrounds, Scratch and lots more.

- Sharing with a partner. I really liked using the Sphero bolts. I enjoyed working with the p7 digital ambassadors.

- Sphero bolts

- I have enjoyed learning about design engineering and how it is done. As we progressed more, we learned about how to make prototypes and we are even designing some of our own. We have also done some coding on Swift playgrounds, Scratch and lots more

- Computer devices. I really enjoyed using the avator maker. I have liked using the coding app and have learned how to give instructions correctly.

- I liked using the Micro-Bits. I would like to do more of this. We have been using a maths games on the IPads. I want to use the iPads more for learning.

Even better if...

- More activities with Sphero bolts.

- I would like to use the iPads more in class to help with my learning.

- I liked using the Micro-Bits. I would like to do more of this. We have been using a maths games on the IPads. I want to use the iPads more for learning.

- I have really enjoyed using technology and working with younger kids and I would probably like to do more assemblies

- I liked using Indi and I liked using the iPads to help me with my maths and lots of other things.

- I really enjoyed taking apart the attachments of the Dison hoover because we got to use the screwdrivers to take out the nails and it was really fun. I also liked doing the experiments where we made stuff fizz up.

ELC Evaluation

The Learning through Landscapes

The Learning through Landscapes grant was successful and as a result we were able to secure £500 for the outdoor area. This enabled the purchasing of new resources for their outdoor area. This included the following resources: benches, bird baths, hedgehog house and weather system. Almost all staff attended the Learning through Landscape training and spoke positively about the impact of the training on their practice. Staff noted that this helped them to enhance their STEM experiences for our learners. Staff noted that they felt inspired by the training and made them feel that what they were currently doing was effective practice.

Stay and Play sessions within the nursery have also been positively received by parents/carers. We will seek to further expand these by incorporating more STEM learning opportunities. We will seek to measure the impact of this success by distributing a parental questionnaire to seek feedback from our parents/carers. Due to continuous staffing constraints, it has been very difficult for staff to take on the role of STEM Champion across the nursery. This is an area that we wish to further enhance next academic session.

As an ELC we have worked to increase our loose parts play and this is having a noticeable increase in the positive play experiences the children are engaging with. Our nursery's decision to increase the use of loose parts play has had a positive impact on children's learning and development, particularly in the areas of STEM and transient art. By providing a wide range of open-ended materials—such as natural items, everyday objects, and recycled resources—we have created more opportunities for children to think creatively, explore concepts, and lead their own learning.

On reflection, staff haven't utilised STEM vocabulary as consistently as they would have liked to. To help increase STEM vocabulary in the nursery, staff will use simple, clear STEM words during play and daily routines. Children will hear and use words about numbers, shapes, sizes, patterns, and materials through hands-on activities and conversations. Staff will ask questions and encourage children to use these new words. Stories, songs, and rhymes with

STEM themes will also help build vocabulary in a fun and engaging way. Staff training will support this approach and help everyone use more STEM words in everyday learning.

The nursery has made progress in increasing access to technology, although the full operational outcome has not yet been achieved. A new C-touch screen and iPads have been purchased to support more interactive and engaging learning. However, sharing iPads with the school has made consistent access challenging at times.

Staff have started to integrate these tools into daily activities, helping to build early digital skills and support creative learning. The nursery plans to continue increasing the use of digital tools. Ongoing staff training will be key to ensuring technology is used effectively to enhance children's learning experiences.

Strategic Priority 2: To review and refresh our Curriculum Rationale, in line with the refreshed Curriculum Narrative guidance and taking into account our unique context, incorporating meaningful opportunities to embed digital literacy, sustainability, Rights of the Child and Pupil Voice into our curriculum map.

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims	HGIOS?4 QIs (select from drop down menus)
Placing the human rights and needs of every child and young person at the centre of education **NIF Driver** Curriculum and assessment Teacher and practitioner professionalism	**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy** **Support children and young people to develop their skills for learning, life and work**	ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	2.2 Curriculum 2.3 Learning, teaching and assessment 1.3 Leadership of change **HGIOELC QIs (select from drop down menus)** 2.2 Curriculum 2.3 Learning teaching and assessment 1.3 Leadership of change

Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
As a school and ELC, we need to develop and establish a shared vision for our curriculum from ELC to Primary 7, which reflects our context and the refreshed curriculum narrative.

Through observation and engagement with stakeholders, it has become apparent that our curriculum needs to become more cohesive and skills-based, the 4 contexts for learning need to be more evident across all stages and children must experience equity in their educational provision.

Staff have not yet fully engaged with the refreshed curriculum rationale and the curriculum is currently taught fairly discretely, with all/most subjects | We will address the following questions as a collective.
- What is our vision for our learners?
- What are we going to do to achieve it?
- What are we doing right now which supports that?
- What do we need to change?
- What supports do we need in place to be able to achieve our vision?

We will have a meaningful and collaboratively created curriculum rationale that illustrates our vision for our learners and informs pedagogy and practice.

We will move forward on our journey towards designing a curriculum that meets the needs of our learners and is informed by shared values. | Professional learning session looking at the refreshed Curriculum Narrative utilising SLC materials. Identify staff confidence and awareness levels as a baseline.

Audit confidence and understanding of curriculum rationale and refreshed curriculum narrative (August 2024). (Whole School)

Understanding our 'big picture' and identifying our 'why?' session with teaching staff.

Link the development of our Curriculum Rationale to the Standards for Registration/CLPD.

Staff development session on curriculum mapping. Identify our non-negotiables, our opportunities to reflect the 4 contexts for learning and professional dialogue about effective bundling and chunking of the curriculum. | • Staff pre and post confidence questionnaires.
• Parental satisfaction surveys.
• Pupil Voice/Focus Group audits.
• Staff and pupil feedback on partnership events.
• Evidence of work towards RRSA Silver Level
• Leuven scales audit – August, Jan, June
• Staff confidence in observations measured through pre and post questionnaires.
• Move to 'Good' or above in all HGIOELC/CI quality indicators. | Elaine Cooke, HT

Amy Cassidy, ELC Team Leader |

being taught over the course of the week. Pupil feedback has shown that there is limited opportunity for application of skills across contexts and the curriculum does not always reflect their interests. There are currently limited opportunities for children to contribute to the wider life of the school.	We will build the capacity within our staff, ensure that their voice is reflected in our rationale and build agency within the team. Almost all pupils, staff and parents will understand what a curriculum rationale is and why we have it.	Develop partnership working to enhance our curriculum through: - SLC Arts input (drumming) for all stages. - Delivery of Boogie Beats programme for ELC and Primary 1 children. - Development of local business links. - Development of P7 leadership through Drama coaching opportunity. - Development of STEM opportunities linking to Strategic Priority 1. - Development of World of Work Week maximising parental involvement linking to Strategic Priority 1. - Implementation of Focus Weeks to provide opportunity for depth in learning – Maths Week, Science Week, World of Work Week, Sustainability Week, Anti-Bullying Week, Anti-Racism Week etc, in consultation with pupils, staff and families. Engage in partnership working with learning community schools to deliver outdoor learning focus as part P7 transitions. Plan for implementation of UNCRC and Children's Rights explicit teaching across the school and ELC. Focus at Assemblies and identified Teaching Focus following input. Establish RRS Ambassadors. Engage in process for Silver Accreditation. Review confidence and understanding of curriculum rationale and refreshed curriculum narrative (May 2024). (Whole School)		

		ELC to become a more evident part of the school community through adoption of shared values and vision.		
		Further develop use of Leuven Scales to measure engagement across the ELC.		
		All ELC staff will fully engage with Environmental Audits.		
		Implement children's rights focus as part of fortnightly planning.		
		All ELC staff to undertake training in using SLC curriculum tracker.		
		Development of floorbooks as assessment and recording tools in ELC.		
		Staff will develop a shared vision of expectation in ELC zones. All areas in the ELC will offer continual provision with a literacy, numeracy, children's rights and creativity focus.		
		Review of observation procedures to focus on impact.		
		Introduce a 'you said, we did' display within the ELC to record feedback from parents, staff and children.		

		Increase in opportunities for family learning.
		  - Introduce 'home bear'.
		  - Plan series of PEEP sessions throughout the year – literacy, numeracy, creativity and rights-based programmes.		

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
<ins>Consultation and Collaboration on Defining our Shared Vision</ins> Staff consultation and collaboration played a central role in shaping our shared vision and informing the development of our refreshed Curriculum Rationale. Through focused professional dialogue sessions, staff engaged critically with the refreshed curriculum narrative and revisited the four capacities, exploring how these can be meaningfully embedded within our school context. This collaborative process created a strong sense of shared ownership and allowed staff to reflect on how our curriculum can better support the development of successful learners, confident individuals, responsible citizens, and effective contributors. Staff discussions highlighted the importance of increasing opportunities for recognising and celebrating personal achievements, both in and beyond the classroom, and ensuring these are visible, valued, and inclusive of all learners. Importantly, staff identified practical ways to remove barriers to learning, including more responsive support systems and differentiated learning pathways. This dialogue not only informed our curriculum rationale but also strengthened our collective commitment to equity, aspiration, and learner empowerment at Maxwellton. Below are the responses from our baseline consultations: 	• Development of a clear and progressive programme in literacy and numeracy from Early Level to Second Level. • Development of Digital Literacy Skills. • Introduce Meta Skills and increase staff awareness, understanding and confidence. • Creation of a Learning and Teaching Policy that reflects our Curriculum Rationale • Review of Promoting Positive Relationships Policy.
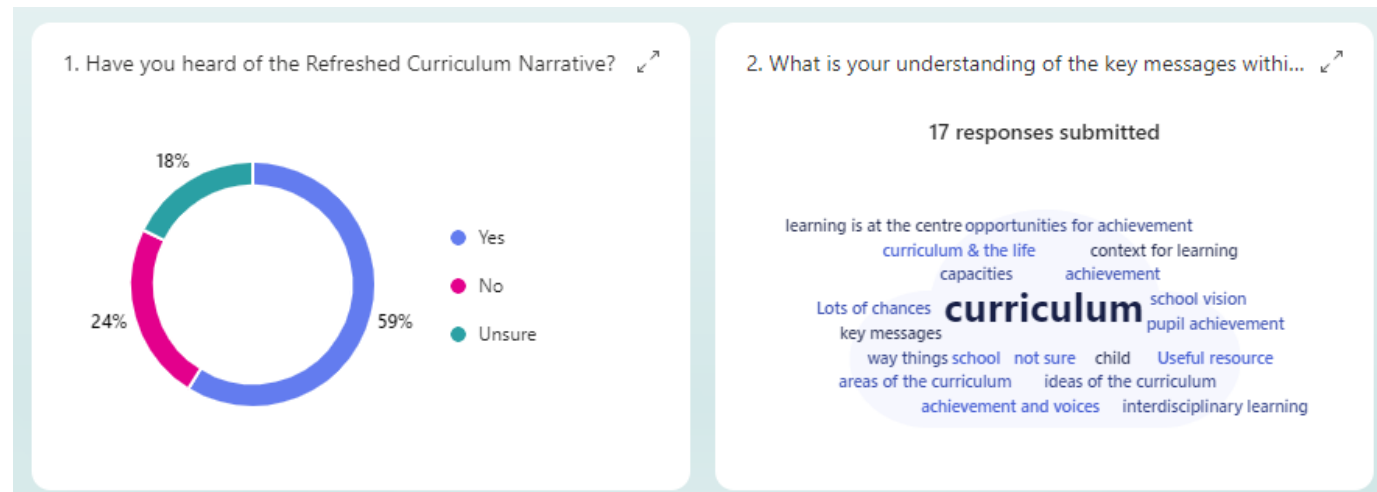
3. What is your understanding of the 4 Capacities?

17 responses submitted

contributorsResponsible citizens
understanding of these four capacities
learnersEffective contributors
individualEffective contributor
school life **Effective contributors**
Responsible citizens
Confident individuals classroom setting
children **Successful Learners** journal witch
capacities
Journals learning praise children
Successful learnersConfident learnerResponsible citizen citizenEffective contributor
children have an understanding

4. What do you need to strengthen your understanding ...

17 responses submitted

list of examples better incorporate
option for each capacity Examples and resources
Practical examples **capacities** **understanding**
idea of success
Responsible Citizen resources**children** Successful Learner
Success criteria key capacities
achievable goals **practice** **examples**
Implement these with the children example in practice
Effective Contributor

5. What is your understanding of the 4 Contexts for Lear...

17 responses submitted

interdisciplinary learning picture and language literacy and numeracy
personal development areas- use life of school
1 respondents (6%) **texts** life and ethos sure
personal achievement
learning **not sure**unsure
use benchmarks
staff and pupils Ethos and life **curriculum** Areas and subject
curriculumInterdisciplinary learning

6. What do you need to strengthen your understanding ...

17 responses submitted

IDL - do we have ones classroom situations updates and refreshers
Examples and resources hardest part of curriculum
practice **contexts** information relevant
daily practice life
resources Ethos and school
training Curriculum
training and access **school** **information**
strategies and resources
terms of the curriculum colleagues who are strong

7. How confident are you that the curriculum you are providing in your classroom is reflective of the 4 Capacities and the 4 Contexts for Learning as described in the Refreshed Curriculum Narrative?

17 Responses

- Extremely confident   0
- Somewhat confident   5
- Neutral   8
- Somewhat not confident   2
- Extremely not confident   2

12%

29%

12%

47%
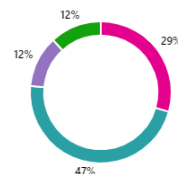
8. How confident are you that the curriculum we are providing in our school is reflective of the 4 Capacities and the 4 Contexts for Learning as described in the Refreshed Curriculum Narrative?

17 Responses

- Extremely confident   0
- Somewhat confident   1
- Neutral   10
- Somewhat not confident   5
- Extremely not confident   1

6%   6%

29%

59%
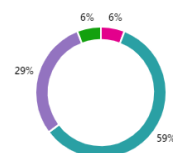
9. What do we need to do more of and what do you nee... ⤢

17 responses submitted

working collaboratively
resources and contexts
curriculum narrative aspects of work
school contexts Opportunity IDLWorld of work
Resources and time
work and life life resources team
approach Training work
curricular areas training session   training within our team
practice and opportunity

10. What do we need to do less of and what do you nee... ⤢

17 responses submitted

applicable to classroom
ready to get a curriculum   curriculum coverage   hymn sheet
bundle and block   curricular areas   discrete subjects
active learning
contexts and capacities   curriculum   school year
feedback form   classroom practice
curriculum rationale   not sure unsure   able
think more strategically
aware of the contexts   school and nurseryWorking

Analysis of staff baseline feedback and professional dialogue revealed a clear need for further development in building confidence and deepening understanding of the refreshed Curriculum Narrative. While staff demonstrated a broad awareness of the updated curriculum narrative and the four capacities, many expressed uncertainty about how this translates into day-to-day practice and what it should look and feel like in their classrooms. There was a recognised need for support in identifying practical, meaningful ways to embed the curriculum's aims in learning experiences, ensuring they are relevant, inclusive and responsive to learners' needs. Staff also highlighted the importance of understanding the learner perspective—how the curriculum is experienced by children and how it supports their engagement, agency and progression. This analysis has underscored the need for targeted professional learning focused on translating curriculum principles into purposeful pedagogy, enabling staff to confidently design learning that reflects our shared vision and meets the needs of all learners.

All staff participated in Compass Point dialogue to determine next steps which then translated into the development of our Curriculum Rationale.

Compass Points	Staff Response
North – What do you need to know or find out more about the Refreshed Curriculum Narrative in order to fully implement in our school?	• We need to share personal achievements in assembly. • We need more technology to teach the skills that permeate the curriculum. • We need discussion and decisions – leadership, decide, do. • We all need to have an understanding of our Curriculum Rationale. • More information on the 4 Contexts of Learning. • More training. • Time to plan • We need appreciation for all staff and the difference they make supporting learning and the difference individuals make. • We need trained, motivated staff. • Consistency in supports and interventions. • A core literacy and numeracy programme from early to 2nd Level.
East – What excites you about this? What are the Benefits?	• Taking forward provocations and delivering the Refreshed Curriculum Narrative. • Opportunities for digital learning. • A clear direction. • Collaboration – working together to share our values and aims. • Clear strategies. • Excited to get on with it. • Development of a clear programme. • Streamline the curriculum. • Do less but do it better to see improvements. • Working with colleagues. • Developing pedagogies. • Creative critical thinking skills • Active learning • Developing individual learning journeys – keeping the golden thread running through. • All working from the same script. • IDL – learning with the children. • Learning new things myself. • New opportunities for the children. • More holistic approach to learning and children have the opportunity to direct their learning and understand what they are learning. • Benefits for the children are exciting. • Developing creativity.

	• More opportunities for personalisation in learning. • Lessons become more fun and engaging as the children experience multi-curricular learning.
West – What worries you about this? What are the barriers?	• Children who don't have opportunities to share a personal achievement. • Some colleagues attitude to change – stuck in a mindset of how not to do things. • Change can happen too quickly and frequently. • Lack of resources to fully implement. • Restraints of a working timetable e.g. NCCT, assembly, 2hrs PE. Events that come up throughout the year. • Workload, time and the people/resources to teach. • Pupils may be more skilled/know more than we do in certain STEM areas. • How to plan for individualised learning with a reduced staff. • AI • Lack of money. • Changing mindsets.
South – What is your stance on this? What should our next steps be? What suggestions do you have?	• Supported by more digital resources to embed skills across the curriculum. • Clear breakdown of skills progression (Meta-Skills) across the curriculum for all curricular areas. • To read and learn more for personal growth. • To be adaptable to change. • Ethos and life of community – promoting positive relationships and modelling behaviour will promote effective behaviour. Clear consistent boundaries and consequences. • More unified tracking of learning from nursery to P7. • Streamline the 4 capacities and meta-skills. • Self-management • Social intelligence • innovation

From this, our Curriculum Rationale was created:
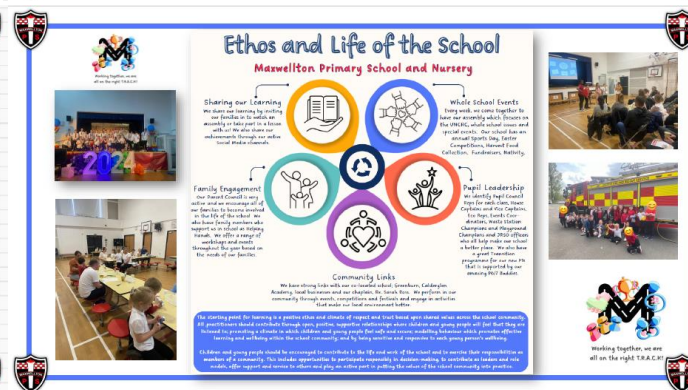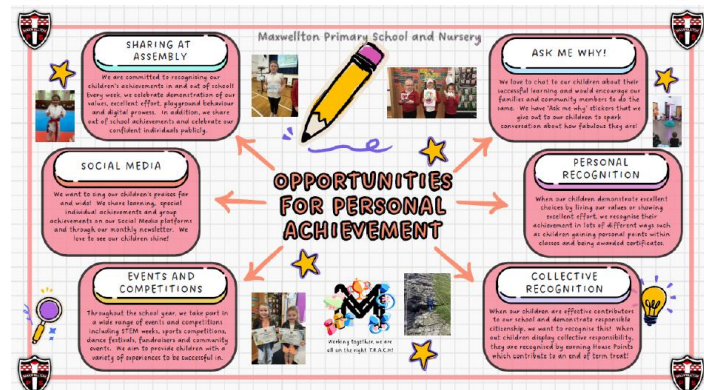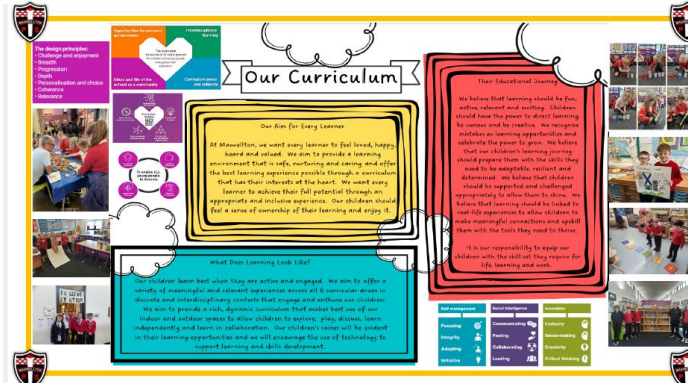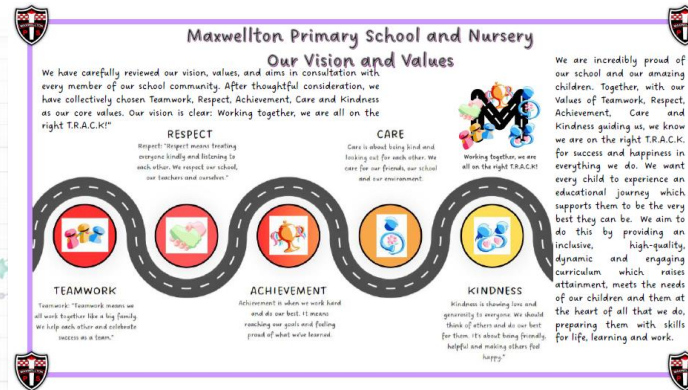
Curriculum Rationale in Evidence in 2024/2025

Personal Achievements:

All children's personal achievements are shared on our Social Media channel and during our weekly celebration assemblies. Children earn house points for their achievements. We work hard to recognise all levels of achievement – medals, national recognition, personal milestones, new experiences – both in and out of school.

Reviewed Personal Points and Promoting Positive Relationships Policy:

We have developed a whole school approach to earning personal points which recognises when children live our shared and agreed values. Children have ownership over the recognition. This process will be reviewed over the forthcoming year and adapted in line with pupil, parent and staff feedback.

Focus Weeks:

Our Primary 2 class have piloted engaging with parents and partners in the community to provide rich learning opportunities linked to the World of Work. Links have been made with the local emergency services, parents who are nurses, tree surgeons and work within IT, STEM ambassadors and guide dog handlers.

We hosted a STEM week with a variety of visitors from local businesses, national organisations and parents who shared their experience of STEM.

Curriculum Mapping:

All stages have created a draft Curriculum Map. These will be reviewed throughout 2025/26 to enhance opportunities for cross stage working, community partnerships, bringing sustainability, world of work and creativity to the fore and spotlighting progression, depth and relevance in our children's experiences.

Strategic Priority 3: To increase attainment in literacy through provision of cohesive, high quality writing instruction and exploration of writing in IDL.

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims	HGIOS?4 QIs (select from drop down menus)
Placing the human rights and needs of every child and young person at the centre of education **NIF Driver** School and ELC improvement Parent/carer involvement and engagement	Choose an item. Ensure inclusion, equity and equality are at the heart of what we do	ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined	2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships **HGIOELC QIs (select from drop down menus)** 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnership

Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Developing skills in literacy through cohesive, high-quality writing instruction and the exploration of writing through meaningful, real-life contexts is crucial. At present, our writing pedagogy and curriculum is not progressive or cohesive. In addition, our attainment in writing is lower than our aspirations at P2, P3, P5 and P7; with a significant equity gap at P1, P3, P4 and P6. High-quality instruction which provides consistent, structured learning experiences and opportunities for critical thinking and application will make literacy learning more relevant and engaging in lead to raising attainment. At Early Level, we need to focus on increasing opportunities for mark-making and writing through play with high-quality provocations to engage our youngest learners.	Children develop robust writing skills by engaging with diverse subjects, enhancing their ability to communicate effectively. Staff are confident and skilled in delivering high-quality writing instruction. Increase in attainment in writing. All children benefit from more exposure and opportunity for real-life application of writing skills. There is significant development of digital provision to support writing. Equity gap is reduced. Staff are confident in providing high-quality continuous and enhanced provision which supports and develops writing.	All staff undertake a confidence in teaching of writing baseline assessment (Sept 2024). All pupils undertake an engagement in writing baseline survey (Sept 2024). Invest in high-quality staff training in writing pedagogy – Stephen Graham Webinars. 5 CAT Sessions (7.5 hours). Purchase and implementation of the Explicitly Teaching Writing pedagogy using PM Writing to ensure a progressive and cohesive approach. Calendar of Writing focus to be created (Year 1) in line with webinars. Link to IDL opportunities where possible. All literacy based jotters changed to writing lines to increase consistency and cohesion across the school. 3 x Moderation sessions in writing with Learning Community schools.	• Increase in CfE attainment data in reading and writing at ACEL stages. • Writing attainment increase by at least 5% at identified stages and at least maintained at others. • Equity gap in writing reduced by at least 5% at identified stages. • Pre and post surveys show increase in engagement in writing at all stages. (September 2024 and June 2025) • Pre and post surveys show increase in staff confidence in delivering high-quality writing instruction. (September 2024 and June 2025) • Moderation in writing shows cohesion across Learning Community schools. • Literacy targets incorporated into Care Plans. Audit of Literacy targets in care plans • Staff confidence surveys. • Environmental Audits review.	

| | Children across the ELC are more engaged in writing/markmaking.

There are more opportunities for real-life application in writing for all children. | Quality Assurance through writing observations and pupil focus group meetings.

Arrange visits to Long Calderwood Primary for staff to observe and discuss writing pedagogy. (LC are in Year 2 of implementation)

Support identified learners with digital access. Purchase additional iPads.

All staff undertake a confidence in teaching of writing midpoint assessment (Jan 2025).

All pupils undertake an engagement in writing midpoint survey (Jan 2025).

Train all staff in use of Read/Write software, Texthelp. And Immersive Reader. Incorporate into Staged Interventions and ASPs.

Create Policy statement on the teaching of writing.

All staff undertake a confidence in teaching of writing end assessment (June 2025).

All pupils undertake an end engagement in writing survey (June 2025).

Audit staff confidence in providing literacy and mark making opportunities through baseline survey (August 2024).

Undertake Making Literacy Sparkle Training for all staff members.

All staff to undertake training in developing phonological awareness.

Development of 'celebrating writing' opportunities within the ELC.

Staff to revisit planning and pedagogy tools, using progression pathways and SLC tracker in literacy. | | |

| | | Source staff training in developing Literacy outdoors.

Staff development session on creating effective literacy targets.

Increase in writing opportunities across all areas of the ELC. Identify real-life contexts for writing through play and provide stimulating and appropriate provocations.

Audit staff confidence in providing literacy and mark making opportunities through end of year survey (May 2025).

Take home learning bags – literacy and numeracy Lending library to be reintroduced | |

| Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda
During the 2024–2025 session, substantial focus was placed on improving writing outcomes for all learners through engaging in targeted professional learning and pupil engagement strategies. A whole-school approach was agreed to ensure progressive and cohesive development of writing skills, supported by evidence-based pedagogy and responsive professional development. This baseline survey was undertaken by 8 staff members teaching across P1-P7. It aimed to gather insight into staff confidence in delivering various genres of writing, planning, differentiation, assessment, and perceptions of pupil engagement and attainment. This data provides a foundation for measuring the impact of ongoing professional development in writing pedagogy over the 2024–25 academic year. 	• For nursery, our plans will continue into next session, focusing on improvement in mark making opportunities, literacy training for all staff and target setting. • Continuation of Stephen Graham writing sessions focusing on uncovered text types. • Continuation of shared moderation practices with Hunter Primary. • Engagement with the IOW Professional Learning offer to create a cohesive and robust writing approach for our school.

4. Before the start of this session, how confident did you feel about teaching IMAGINATIVE/INFORMATIVE writing as part of the curriculum? [More details]

- Extremely confident — 0
- Somewhat confident — 1
- Neutral — 4
- Somewhat not confident — 2
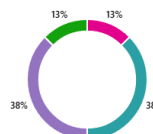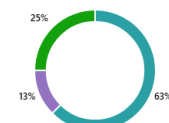- Extremely not confident — 1

13% 13% 25% 50%
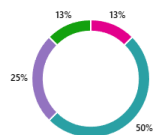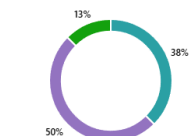
5. Before the start of this session, how confident did you feel about teaching PERSUASIVE writing as part of the curriculum? [More details]

- Extremely confident — 0
- Somewhat confident — 2
- Neutral — 2
- Somewhat not confident — 3
- Extremely not confident — 1

13% 25% 38% 25%
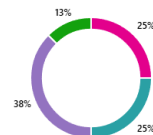
6. Before the start of this session, how confident did you feel about differentiation in writing? [More details]

- Extremely confident — 0
- Somewhat confident — 1
- Neutral — 3
- Somewhat not confident — 3
- Extremely not confident — 1

13% 13% 38% 38%

7. Before the start of this session, how confident did you feel about assessing writing? [More details]

- Extremely confident — 0
- Somewhat confident — 0
- Neutral — 5
- Somewhat not confident — 1
- Extremely not confident — 2

25% 13% 63%

8. Before the start of this session, how confident did you feel about planning writing? [More details]

- Extremely confident — 0
- Somewhat confident — 0
- Neutral — 3
- Somewhat not confident — 4
- Extremely not confident — 1

13% 38% 50%

9. Before the start of this session, in general, how would you describe our learners in terms of engagement in writing lessons? [More details]

- Extremely engaged — 0
- Engaged — 2
- Neutral — 6
- Somewhat disengaged — 0
- Extremely disengaged — 0

25% 75%
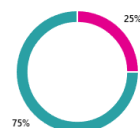
10. Before the start of this session, in general, how would you describe our learners in terms of attainment in writing lessons? [More details]

- Above expectations — 0
- Reaching expectations — 0
- Borderline — 4
- Below expectations — 4
- Far below expectations — 0

50% 50%

As of September 2024, confidence is lowest in imaginative/informative and persuasive writing. Even for informative/functional writing – often considered more accessible – confidence is still low across the board. No respondent selected "Extremely confident" for any genre.

In the areas of planning, assessment and differentiation, the results highlight critical areas for development. No respondents indicated confidence in assessing writing, which suggests the need for immediate and targeted support in moderation, criteria-based assessment, and use of benchmarks or exemplars. P1–P3 staff showed the lowest overall confidence,

particularly in writing pedagogy, assessment, and differentiation. One P2 staff member indicated "Extremely not confident" in all areas.

P4–P7 staff demonstrated slightly higher confidence, especially in informative writing, but still largely fell within neutral or somewhat not confident categories.

Whole-school patterns indicate no significant confidence in assessment or planning of writing at any level.

Writing	Attainment Over Time (June)						
Achieved Expected Level as % of Cohort							
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
P1	83%	86%		84%	79%	76%	79%
P2							76%
P3							68%
P4	83%	76%		77%	85%	78%	85%
P5							69%
P6							84%
P7	73%	84%		77%	66%	68%	78%
P147	80%	82%		79%	75%	74%	81%

While most staff see pupils as generally engaged or neutral in their approach to writing, attainment is a concern. Half of respondents believe writing attainment is below expectations. This aligns with staff's low confidence levels in teaching and assessing writing. This is reflected in the attainment over time data, where writing attainment fluctuates between 68% and 85%.

Teaching staff also shared that, due to a more substantial focus on writing during moderation, utilising the benchmarks and 'Fact, Story, Action' approaches in Progress and Achievement meetings, their understanding and reflection on the assessment of writing was increasing. This may result in a fluctuation in attainment this year as teacher judgement becomes more robust.

This session, teaching staff undertook the following Stephen Graham sessions:

ONLINE SESSIONS

We will be hosting another set of 5 online writing sessions with The cost is £150 for all 5 sessions per person. To build success please allow as many staff as possible to join.

- session 1 Description Wednesday 28th August 3.45pm – 5.15pm
- session 2 Information Report Wednesday 18th September 3.45pm – 5.15pm
- session 3 Explanation Wednesday 30th October 3.45pm – 5.15pm
- session 4 Exposition date TBC
- session 5 Narrative Wednesday 22nd January 3.45pm – 5.15pm

We will also be hosting 5 online guided reading sessions. The cost is £150 for all 5 sessions per person. To build success please allow as many staff as possible to join.

After the inputs from Stephen Graham, at the March review, there has been an overall improvement observed. All staff reported some level of improvement in at least one area of writing pedagogy. No staff selected 'extremely not confident' in any area by March 2025. Assessment and planning, while still developing areas, saw a shift from "not confident" to "neutral" or "somewhat confident" for the majority of staff. P1–P3 staff have shown the most noticeable shift in confidence, namely due to increased support and exposure to consistent writing structures through PM Writing and the Stephen Graham sessions.

Data shows that middle and upper stage staff are beginning to apply a more consistent approach to genre-specific writing, supported by a Writing Focus Calendar and improved planning resources. Confidence is growing but remains tentative, especially around differentiation, assessment and moderation. Overall, the PM Writing resource is helping build routines and structure. The Stephen Graham webinars are supporting shared language and expectations and staff have reported that they are the most valuable professional development sessions that they have experienced in the teaching of writing. Increased moderation opportunities with Hunter Primary and planning discussions are boosting collaboration and having a positive impact on staff confidence across the school.

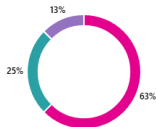2. At this point in the session, how confident do you feel about teaching DESCRIPTIVE WRITING?   More details

● Extremely confident	1
● Somewhat confident	7
● Neutral	0
● Somewhat not confident	0
● Extremely not confident	0

13%
88%
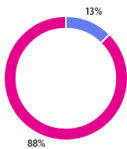
3. At this point in the session, how confident do you feel about teaching INFORMATION REPORT WRITING?   More details
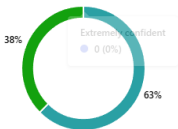
● Extremely confident	0
● Somewhat confident	5
● Neutral	2
● Somewhat not confident	1
● Extremely not confident	0

13%
25%
63%

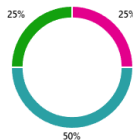4. At this point in the session, how confident do you feel about teaching PROCEDURAL WRITING?   More details

● Extremely confident	0
● Somewhat confident	0
● Neutral	5
● Somewhat not confident	0
● Extremely not confident	3

38%
63%
Extremely confident
0 (0%)

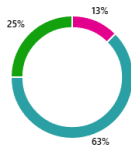5. At this point in the session, how confident do you feel about teaching DISCUSSION WRITING?   More details

● Extremely confident	0
● Somewhat confident	2
● Neutral	4
● Somewhat not confident	0
● Extremely not confident	2

25%   25%
50%

6. At this point in the session, how confident do you feel about teaching EXPLANATION WRITING?   More details
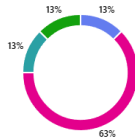
● Extremely confident	0
● Somewhat confident	1
● Neutral	5
● Somewhat not confident	0
● Extremely not confident	2

25%   13%
63%

7. At this point in the session, how confident do you feel about teaching EXPOSITION WRITING?   More details

● Extremely confident	1
● Somewhat confident	5
● Neutral	1
● Somewhat not confident	0
● Extremely not confident	1

13%   13%
13%
63%

8. At this point in the session, how confident do you feel about teaching NARRATIVE WRITING?   More details

● Extremely confident	0
● Somewhat confident	4
● Neutral	4
● Somewhat not confident	0
● Extremely not confident	0

50%   50%

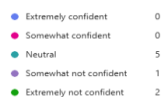9. At this point in the session, how confident do you feel about teaching RECOUNT WRITING?   More details

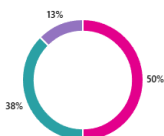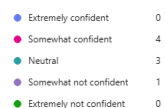|	
● Extremely confident	0
● Somewhat confident	1
● Neutral	6
● Somewhat not confident	0
● Extremely not confident	1

13%   13%
75%
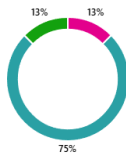
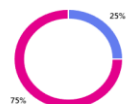10. At this point in the session, how confident do you feel about teaching RESPONSE/REVIEW WRITING? [More details]

● Extremely confident	0	
● Somewhat confident	0	
● Neutral	5	
● Somewhat not confident	1	
● Extremely not confident	2	

25%
13%
63%

11. At this point of the session, how confident do you feel about differentiation in writing? [More details]

● Extremely confident	0	
● Somewhat confident	4	
● Neutral	2	
● Somewhat not confident	1	
● Extremely not confident	1	

13%
13%
50%
25%

12. At this point of the session, how confident do you feel about assessing writing? [More details]

● Extremely confident	0	
● Somewhat confident	4	
● Neutral	3	
● Somewhat not confident	1	
● Extremely not confident	0	

13%
50%
38%

13. At this point of the session, how confident do you feel about planning writing? [More details]

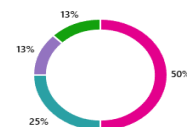|		
● Extremely confident	0	
● Somewhat confident	7	
● Neutral	1	
● Somewhat not confident	0	
● Extremely not confident	0	

13%
88%
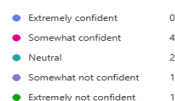
14. At this point of the session, in general, how would you describe our learners in terms of engagement in writing lessons? [More details]

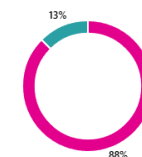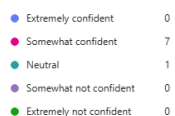|		
● Extremely engaged	2	
● Engaged	6	
● Neutral	0	
● Somewhat disengaged	0	
● Extremely disengaged	0	

25%
75%

15. At this point of the session, in general, how would you describe our learners in terms of attainment in writing lessons? [More details]

● Above expectations	0	
● Reaching expectations	4	
● Borderline	4	
● Below expectations	0	
● Far below expectations	0	

50%
50%
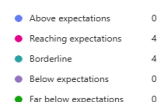
The March 2025 midpoint survey shows measurable progress in staff confidence in key aspects of writing pedagogy, most notably, there is significant improvement in learner engagement. While planning and genre teaching in the text types covered have improved, assessment and differentiation remain areas for further development. With continued professional learning, collaboration, and quality assurance, our school is on track to achieve significant and sustainable improvements in writing outcomes into the next academic year.

In terms of our nursery development, we had significant difficulty in sustaining staff over the course of the academic session with significantly high levels of absence and recruitment difficulties. Unfortunately, this has resulted in limited success in developing literacy in a sustainable manner. This will continue to be a focus into next session, where we are confident that staffing will be more settled and cohesive to development.

Strategic Priority 4: To systematically improve our school's ability to identify and address the diverse needs of all learners through effective practices and procedures, ensuring timely and appropriate interventions while rigorously measuring their impact. (PEF Priority)

NIF Priority (select from drop down menus)	SLC Priority (select from drop down menus)	SLC Stretch Aims	HGIOS?4 QIs (select from drop down menus)
Improvement in children and young people's health and wellbeing **NIF Driver** School and ELC improvement School and ELC leadership	Support children and young people to develop their skills for learning, life and work Improve Health and Wellbeing to enable children and families to flourish	Cost of the School Day ACEL Primary – literacy – P1, P4 & P7 combined	1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 3.3 Increasing creativity and employability **HGIOELC QIs (select from drop down menus)** 1.1 Self Evaluation for self-improvement 1.2 Leadership of learning 3.3 Developing creativity and skills for life and learning

Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
Recognising and addressing the unique needs of each of our children is crucial for their academic success and overall well-being. This requires a well-coordinated approach to identify barriers to learning, implement staged interventions, and continuously measure the impact of these interventions to refine and improve our strategies. Our data shows that there is a significant attainment gap between our children identified through PEF and those who are not in both literacy and numeracy. We need to identify appropriate interventions to reduce this gap and do this in collaboration with our parents and families and ensure that our children's voice is valued in the process.	The quality and impact of ASPs and STINTS increased. Increase of at least 5% in attainment for children identified through PEF in literacy and Numeracy. Attainment gap reduced at identified stages by at least 5%. Boxall Profile improvements for most identified learners at 12 -intervals.	Audit of practice on Meeting Learners' Needs. Monthly attendance audits with early intervention meetings with identified families. Boxalls competed for identified learners in August. Nurture sessions 3x weekly for 2x groups of 8 learners identified through Boxall. 12-week progress/impact updates for Boxall profiles. Implement 12-week cycle of Progress Meetings (TAC) with class teacher, ASN Coordinator and parent. Staff development session on Staged Intervention and ASPs (1x CAT night).	• ASP and STINT audit (3x per year) • Boxall Profile measures. • Use of Standardised tests in literacy and numeracy to measure impact. • 12-week impact measures for interventions. • Attendance monthly audits.	

Children identified through PEF have a lower attendance average than children who are not. By ensuring that there are appropriate interventions for learning and planned engagement with parents and families, we aim to reduce the attendance deficit for this group of identified learners.			Increase data-literacy with all staff (Inservice Day 4).		
			Employ School Assistant ring fenced for interventions through PEF (16 hours).		
			Identify diet of interventions to raise attainment in literacy: - FLIPP for all P1 learners. - NELI programme for P1 identified learners. - Reading Eggs - Toe-By-Toe - IDL Literacy - 5 minute box		
			DHT (Equity) to attend Maths Recovery and implement diet of interventions for identified learners. - White Rose ASN interventions - Maths Recovery interventions - IDL Numeracy		
			Purchase of iPads to increase access to digital interventions.		
			Purchase of C-Pen for Dyslexic Learner use.		
			Maths challenge group to be identified across 1st Level and 2nd Level.		
			Training for STINTS/ASPs for staff		
			Implement system for STINTS/ASPs to be regularly reviewed with key worker sharing with Team Leader/ASN Coordinator.		
			Standing item at all Monthly meetings to share ASN information. Nursery children to be included in TAC meetings		
			New filing system for children's individual Care Plans to be more accessible and easier to read		

Monthly Meetings – set Q1 and framework to focus on

Nurture space/quiet space to be accessed by nursery children.

Progress and Impact	Next Step(s) and rationale to inform SIP for 2025/2026 or establishment maintenance agenda

CfE | Equity (Local) – Achieved (%)

% of learners who have achieved each Organiser per Stage and Equity Band

Stage	Organiser	Equity Band	November Achieved	February Achieved	June Achieved
P147	Numeracy	SIMD 1-2 or FSM	66.67%	71.43%	71.43%
P147	Numeracy	SIMD 3-10 no FSM	91.23%	96.49%	94.74%
P147	Literacy	SIMD 1-2 or FSM	42.9%	61.9%	57.1%
P147	Literacy	SIMD 3-10 no FSM	78.9%	87.7%	86.0%
P147	Reading	SIMD 1-2 or FSM	57.14%	71.43%	66.67%
P147	Reading	SIMD 3-10 no FSM	87.72%	94.74%	91.23%
P147	Writing	SIMD 1-2 or FSM	52.38%	66.67%	57.14%
P147	Writing	SIMD 3-10 no FSM	80.70%	91.23%	89.47%
P147	Listening & Talking	SIMD 1-2 or FSM	85.7%	90.5%	81.0%
P147	Listening & Talking	SIMD 3-10 no FSM	87.7%	96.5%	94.7%

CfE | Equity (Local) - Achieved (%)

% of learners who have achieved each Organiser per Stage and Equity Band

Stage	Organiser	Equity Band	November Achieved	February Achieved	June Achieved
P147	Numeracy	SIMD 1-2 or FSM	50.00%	63.16%	52.63%
P147	Numeracy	SIMD 3-10 no FSM	76.67%	83.33%	85.96%
P147	Literacy	SIMD 1-2 or FSM	42.9%	47.4%	47.4%
P147	Literacy	SIMD 3-10 no FSM	75.0%	81.5%	84.2%
P147	Listening & Talking	SIMD 1-2 or FSM	71.4%	73.7%	73.7%
P147	Listening & Talking	SIMD 3-10 no FSM	83.3%	87.0%	93.0%
P147	Reading	SIMD 1-2 or FSM	57.14%	57.89%	63.16%
P147	Reading	SIMD 3-10 no FSM	80.00%	85.19%	87.72%
P147	Writing	SIMD 1-2 or FSM	42.86%	47.37%	47.37%
P147	Writing	SIMD 3-10 no FSM	75.00%	81.48%	84.21%

CfE | Excellence - Achieved (%)

% of learners who have achieved each Organiser per Stage

Plot Area

Stage	Organiser	November Achieved	February Achieved	June Achieved
P147	Numeracy	71.6%	78.1%	77.6%
P147	Literacy	68.9%	72.6%	75.0%
P147	Listening & Talking	81.1%	83.6%	88.2%
P147	Reading	75.7%	78.1%	81.6%
P147	Writing	68.9%	72.6%	75.0%

- All staff to be trained in Maths Recovery approaches.
- Fully imbed Teaching Writing Explicitly approaches and enhance with IOW professional learning programme.
- Focus on interventions in writing to reduce equity and attainment gap.
- Staff training on full utilisation of ICT hardware and software – with particular focus on interventions for excellence.
- Continue to implement interventions in literacy and numeracy.

Organiser	2020/21	2021/22	2022/23	2023/24	2024/25 November	2024/25 February	2024/25 June
Numeracy	81.8	63.2	88.9	100.0	71.6	78.1	77.6
Literacy	63.6	57.9	83.3	81.3	68.9	72.6	75.0
Reading	72.7	73.7	88.9	87.5	75.7	78.1	81.6
Writing	63.6	63.2	83.3	81.3	68.9	72.6	75.0
Listening & Talking	72.7	89.5	88.9	93.8	81.1	83.6	88.2

Acting DHT (Equity) has fully undertaken Maths Recovery training. Due to significant staffing difficulties in school and nursery, her ability to implement this as an intervention has been negatively impacted due to cover requirements.

Recognising and addressing the unique needs of each learner has remained central to our school's approach this session. Our strategy has involved a well-coordinated plan of early identification of barriers, targeted staged interventions, and regular tracking of impact. Our focus has been on closing the attainment gap, improving attendance, and supporting emotional wellbeing—particularly for children identified through Pupil Equity Funding (PEF). The barriers have been the ability to consistently provide the identified interventions due to staffing constraints. We planned to fund an interventionalist School Assistant through PEF to protect time and capacity for interventions, however, due to inability to recruit and no additional hours available, this was not able to happen. In addition, over 65 hours of school assistant time per week has been lost due to redeployment, staff moving on and retiral. This has had a significant impact on our ability to provide consistent interventions for our most in need learners. We are seeing a considerable gap in attainment in literacy, particularly in writing, for our children identified through PEF. We are also seeing a correlation between attainment for those children with identified additional support needs and our children who are identified through PEF, with over 85% of the children falling into both categories.

We have prioritised our nurturing interventions, 5-minute box, Toe by Toe and IDL this session. Next session, we must prioritise and protect interventions to address the attainment gap.

PEF Improvement Planning and Standards and Quality Reporting for 2024/25

		SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day					
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
SEE STRATEGIC PRIORITY 4	Literacy CLPL PM Explicitly Teaching Writing £2,080.00	SEE STRATEGIC PRIORITY 4	SEE STRATEGIC PRIORITY 4	SEE STRATEGIC PRIORITY 4	🟧	🟩
	Numeracy Online Subscription White Rose Maths £250.00 Acting DHT Equity £6,048.00				🟧	🟩
	SSA Interventions for Equity 16.5h £8,806.00				🟥	🟥
	Teacher £15,196.00				🟧	🟧

	TOTAL SPEND (incl carry forward) £42,996.33					

Progress and Impact	Next Step(s) and rationale to inform PEF spend session 2025/2026.
Acting DHT (Equity) has fully undertaken Maths Recovery training. Due to significant staffing difficulties in school and nursery, her ability to implement this as an intervention has been negatively impacted due to cover requirements. Recognising and addressing the unique needs of each learner has remained central to our school's approach this session. Our strategy has involved a well-coordinated plan of early identification of barriers, targeted staged interventions, and regular tracking of impact. Our focus has been on closing the attainment gap, improving attendance, and supporting emotional wellbeing—particularly for children identified through Pupil Equity Funding (PEF). The barriers have been the ability to consistently provide the identified interventions due to staffing constraints. We planned to fund an interventionalist School Assistant through PEF to protect time and capacity for interventions, however, due to inability to recruit and no additional hours available, this was not able to happen. In addition, over 65 hours of school assistant time per week has been lost due to redeployment, staff moving on and retiral. This has had a significant impact on our ability to provide consistent interventions for our most in need learners. We have prioritised our nurturing interventions, 5 minute box, Toe by Toe and IDL this session.	- All staff to be trained in Maths Recovery approaches. - Fully imbed Teaching Writing Explicitly approaches and enhance with IOW professional learning programme. - Focus on interventions in writing to reduce equity and attainment gap. - Staff training on full utilisation of ICT hardware and software – with particular focus on interventions for excellence. - Continue to implement interventions in literacy and numeracy.

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Numeracy – increase access to high quality resources to support teaching and learning.	Carolyn Brown, Acting DHT/Staff	June 2025
Pilot Maths Recovery approaches within Pupil Support to ascertain initial impact.	Carolyn Brown, Acting DHT/Staff	June 2025
Planning procedures – embed skills frameworks and context overviews to support proportionate and relevant planning.	Staff	April 2025
Planning procedures – implementation of homelearning grids at all stages from September through to May.	Staff	May 2025
Implementation of our new PPR Policy incorporating Restorative Approaches.	Staff	June 2025