



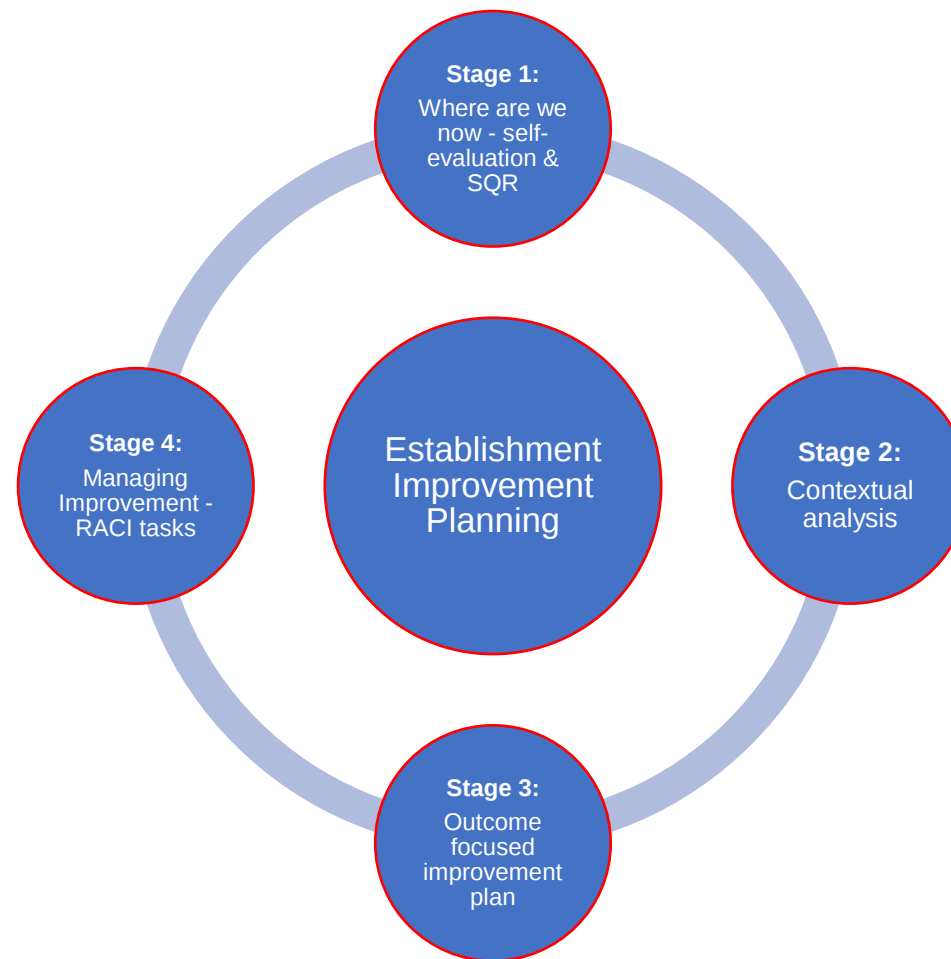
**Falkirk Council**  
*Children's Services*

Head of Muir Primary 2024/2025



# Falkirk Council Children's Services

## Establishment Improvement Planning Cycle



# Unique Context

## Stage 2

### National Expectations



#### Community – Demographic, geographical and economic influences

Head of Muir Primary School and ELCC is situated in Dennyloanhead in Denny.

Our current role is 259 pupils and an 1140 Early Learning and Childcare provision with capacity for 64 pupils.

Pupils within the school live within SIMD bands 1-9 with the majority living at band 5 and band 9.

We are a neighbourhood 1 group school and are situated in an affluent area. Only 4% of our pupils live in SIMD 1 & 2.

| session | Average attendance (%) |
|---------|------------------------|
| 2019/20 | 94.57                  |
| 2020/21 | 91.2                   |
| 2022/23 | 94                     |
| 2023/24 | 93.6%                  |

#### Attendance and Exclusion

Attendance of pupils at Head of Muir is generally very good, 93.6% in May 2024. We monitor attendance monthly and follow Falkirk Council's attendance procedures.

We are aware of the families who require support in terms of attendance.

#### Progress and Attainment

Our attainment shows that the almost all of children are attaining expected levels in Literacy and numeracy.

| Tracking and Assessment Stage Overview 2023-2024 Term 4 |         |         |                     |          |          |
|---------------------------------------------------------|---------|---------|---------------------|----------|----------|
|                                                         | Reading | Writing | Talking & Listening | Literacy | Numeracy |
| Primary 1                                               | 87%     | 87%     | 95%                 | 87%      | 90%      |
| Primary 2                                               | 84%     | 84%     | 93%                 | 84%      | 81%      |
| Primary 3                                               | 88%     | 84%     | 97%                 | 82%      | 88%      |
| Primary 4                                               | 87%     | 84%     | 94%                 | 84%      | 81%      |
| Primary 5                                               | 88%     | 84%     | 97%                 | 84%      | 81%      |
| Primary 6                                               | 93%     | 93%     | 93%                 | 93%      | 90%      |
| Primary 7                                               | 86%     | 84%     | 97%                 | 81%      | 86%      |

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| <p>However within our community there appears to be an increasing rate of hidden poverty. We are supporting this with our new Eco Uniform Swap and links with local food pantry.</p> <p>Approximately 6% of the school are entitled to free school meals which calculates to £29,810 in Pupil Equity Funding</p> <p>The school has 6 EAL families.</p> <p>We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Under the Tress and Speech and Language Therapy who are all regular participants in planning for our children and families.</p> | <p>Our Senior Leadership Team follow up where any issues are unresolved.</p> <p><b>Exclusions</b></p> <p>There have been no exclusions this year at Head of Muir.</p> <p>We have faced continued challenge from a number of dysregulated children. Bespoke support packages in place have reduced the number of violent incidents reported and we continue to seek further support from Educational Psychology, the Inclusion and Well Being Service, Aberlour Primary Outreach Service and CAMHS to support these pupils.</p> | <p>This session we focussed on systems and processes to raise attainment across the school.</p> <p>Robust tracking and attainment meetings to take place between teachers and SLT.</p> <p>Our Benchmark tracker has improved our staff's understanding of achieving a level and allowed for effective tracking and monitoring conversations. This has been highlighted by effective practice by the authority and several schools are now following a similar format.</p> <p>As a result of our robust tracking we have saw increased attainment across the curriculum and we are out performing against the authority averages in almost all curricular areas.</p> |
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## Stage 3

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| <p><b>Priority Area: 1</b></p> <p>To use effective teaching and learning strategies to ensure measurable improvements for all learners in Literacy and Numeracy</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>School leadership</p> <p><b>Teacher professionalism</b></p> <p><b>Parental engagement</b></p> <p><b>Assessment of children's progress</b></p> <p><b>School improvement</b></p> <p>Performance information</p>  | <p>Leadership and Management</p> <p>QI: 1.1, 1.2, <b>1.3</b>, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, <b>2.3</b>, 2.4, <b>2.5</b>, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, <b>3.2</b>, 3.3</p> | <p>Meeting the needs of all learners</p> <p><b>Quality provision</b></p> <p><b>Leadership and workforce development</b></p>    |
| <p><b>What informs this priority?</b></p> <ul style="list-style-type: none"> <li>• <b>Attainment</b> – To ensure learners make very good progress from their prior levels of attainment in Literacy and Numeracy. Ensuring attainment over time improves and added value is evident in raising attainment for all.</li> <li>• <b>Service Improvement</b> – to link with service improvement plan of positive attainment and achievement for all learners</li> <li>• <b>Pedagogy</b> – As part of our quality assurance; classroom observations, jotter monitoring and pupil voice highlighted a lack of consistency in the teaching strategies across the school. Focus groups of children at Primary 1, Primary 4 and Primary 7 underlined clear gaps in children's understanding of the learning taking place.</li> <li>• <b>Learners</b> – Improved learner engagement and participation in their learning, thus leading to improved outcomes for all learners. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.</li> <li>• <b>Staff confidence</b> – staff questionnaires and self-evaluation has highlighted a need for a strategic approach to improving pedagogy. A clear improvement plan including, new planning format, a focus on teaching and learning, moderation and assessment will lead to improved outcomes for all.</li> <li>• <b>Parental Engagement</b> –We will continue to build on the improved parental engagement from this session to support improved outcomes for learners.</li> </ul> |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                         |

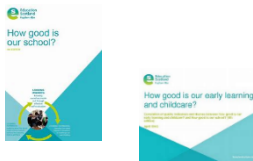
| What do you aim to achieve?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How will you achieve this priority?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Timescales and responsibilities                                       |                                                         | Measures of success<br>(What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))                                                                                                                                                                                                                                                                                    |
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| <p>Staff will explore the 5 Key strategies to improve pedagogy and equity.</p> <p>1. Ensuring understanding of expected learning and criteria for success. ✓</p> <p>2. Using classroom discussions, questions and tasks that motivate and elicit evidence of learning ✓.</p> <p>3. Providing feedback that moves learners forward.</p> <p>4. Providing opportunities for learners to support each other's learning.</p> <p>5. Providing opportunities for learners to take responsibility for their own learning.</p> <p>Staff will focus on strategies 3-5 to deliver improvement.</p> | <p>Supporting Improvement: Pedagogy and Equity</p> <p>We aim to build upon progress made in the 2023/2024 session, working towards the establishment of a Teacher Learning Community (TLC) as an effective professional learning model for all staff to participate in to ensure excellent educational experiences for all pupils.</p> <p>To give confidence to teachers in understanding the importance of reflecting on and improving pedagogy.</p> <p>To embed effective teaching and learning strategies to ensure measurable improvements for all learners in Literacy and Numeracy.</p> <p>Staff questionnaire to analyse teacher's attitudes and confidence towards the key teaching strategies.</p> <p>Finalise our own rational of the 'good lesson' model.</p> | <p>All Staff</p> <p>Identified Teacher leads</p> <p>HT</p> <p>DHT</p> | <p>Term 1</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p> | <p>Ensuring high-quality learning experiences for all children and young people.</p> <p>Collation of questionnaires will provide robust information on current confidence, attitudes and abilities with regards to the teaching strategies and allow any patterns and trends to be identified and inform next steps.</p> <p>Learners understand the purpose of their learning and have opportunities to lead the learning.</p> |

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| Our teaching is underpinned by our shared school vision and values                                                                                                                                                                                           | <p>All staff will ensure our new school' vision values and aims is embedded in classroom practice</p> <p>Staff will engage in self-evaluation exploring what it is unique to Head of Muir.</p> <p>We will seek to views of parent/carers asking key questions to reflect in our school vision, values and aims.</p>                                                                                                                                                                                                                                                                                                                                                                               |                                      |        | <p>Pre and Post surveys of children, staff and stakeholders to show impact of shared vision.</p> <p>Vision, values and aims launched</p> <p>Visual representation of Vision, values and created. In line with the launch of a new motto.</p> <p>We will develop, promote our Vision, Values and Aims in collaboration with process children, families and practitioners.</p>                                                                                                                                                                                                         |
| <p><b>Strategy 3</b></p> <p>Providing feedback that moves learners forward</p> <p>A consistent approach to direct instruction, framing and connecting the learning.</p> <p>A strategic approach to improving pedagogy is embedded throughout the school.</p> | <p>CPD input at Staff Meeting;<br/><i>'Feedback that moves learning forward Giving feedback in a way that identifies strengths and supports improvement in an ethos where errors are welcome'</i></p> <p>Staff will improve our practice through: Sharing, supporting and challenging our successes and failures.</p> <p>Reflecting on high quality feedback</p> <p>Reflecting on, discussing and sharing practical ways of ensuring their learners understand the focus of the learning</p> <p>Applying an aspect from the reflections to our own practice.</p> <p>TLC Leaders sharing and modelling good practice about what they believe makes high quality, effective learning intentions</p> | <p>Teacher lead</p> <p>All staff</p> | Term 1 | <p>Quality Assurance through classroom visits using QI 2.3 will identify strengths and areas for development.</p> <p>School based trio visits will provide opportunities for staff to share good practice, creating a shared understanding of effective feedback.</p> <p>Staff will work in collaboration to offer one another peer support, to share expertise and expand staff skill base in a supportive environment.</p> <p>Sampling jotters will provide evidence of formative assessment, particularly the evidence of high quality feedback that has been given to pupils</p> |

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|                                                                                                                                                                                                                                             | <p>and success criteria and also sharing with others what they have trialled in their own classrooms.</p> <p>TLC Members sharing and reflecting upon what currently works and what needs to be changed by discussing with colleagues at their CfE level</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                      |               | <p>Pupil voice will provide evidence that children are aware of what the intended outcomes for the learning are, highlighting a consistent approach used throughout the school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Strategy 4 and 5</b><br/> <i>Strategy 4: Providing opportunities for learners to support each other's learning.</i></p> <p><i>Strategy 5: providing opportunities for learners to take responsibility for their own learning.</i></p> | <p>Staff will reflect upon and share good practice around practical ways to give learners more responsibility for the learning of others – collaborative learning, peer tutoring and peer assessment.</p> <p>Improve our practice through;</p> <p>providing opportunities for learners to support each other to encourage engagement and motivation in learners -</p> <ol style="list-style-type: none"> <li>1. Giving learners' responsibility for the learning of others.</li> <li>2. Practical ideas for collaborative learning, peer tutoring and peer feedback</li> </ol> <p>Evidence of learning – practical techniques</p> <p>Reflections upon and the sharing of good practice around practical ways of finding out where learners are in their learning.</p> | <p>Teacher lead</p> <p>All staff</p> | <p>Term 2</p> | <p>Quality Assurance through classroom visits using QI 2.3 will identify strengths and areas for development.</p> <p>Joint classroom observations by SMT and peers will provide opportunities for professional dialogue.</p> <p>Sampling jotters provide evidence of pupils having a clear understanding of where they are in their learning journey and what they need to do to improve.</p> <p>Workshops and Collaborative Update meetings will provide opportunities to discuss new ideas and plan what will be done to change practice, there will also be opportunity to give and receive constructive feedback.</p> |

Ongoing evaluation/actual  
impact:

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| <p><b>Priority Area: 2</b></p> <p>To develop our Literacy curriculum in line with Curriculum for Excellence leading to the improvement of attainment and achievement of children.</p> | <p>School leadership</p> <p><b>Teacher professionalism</b></p> <p><b>Parental engagement</b></p> <p><b>Assessment of children's progress</b></p> <p><b>School improvement</b></p> <p>Performance information</p>  | <p>Leadership and Management</p> <p>QI: 1.1, 1.2, <b>1.3</b>, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, <b>2.3</b>, <b>2.4</b>, <b>2.5</b>, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> | <p><b>Meeting the needs of all learners</b></p> <p><b>Quality provision</b></p> <p>Leadership and workforce development</p>   |
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### What informs this priority?

- **Attainment** – To ensure learners make very good progress from their prior levels of attainment in Literacy. Ensuring attainment over time improves and added value is evident in raising attainment for all.

Year on year we are identifying issues with Spelling within the school.

|    |                                                       |
|----|-------------------------------------------------------|
| P2 | 70% children's spelling age is below their age        |
| P3 | 40% children's spelling age is below their age        |
| P4 | 48% children's spelling age is below their age        |
| P5 | 57% children's spelling age is below their age        |
| P6 | tbc for P6T                                           |
| P6 | 69% children's spelling age in P6I is below their age |
| P7 | 49% children's spelling age is below their age        |

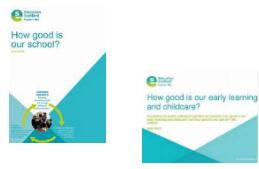
- **Self-Evaluation** – through self-evaluation staff have identify that there is a lack of consistency in the use of progression pathways and planning approaches are used across the school
- **Service Improvement** – to link with service improvement plan of positive attainment and achievement for all learners
- **Pedagogy** – As part of our quality assurance; classroom observations, jotter monitoring and pupil voice highlighted a lack of consistency in the teaching strategies across the school.
- **Learners** – Improved learner engagement and participation in their learning, thus leading to improved outcomes for all learners. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.

- **Inclusion** - in line with the authority service priority it is our vision that all learners are included, engaged, and involved in the life of their establishment.
- **Staff confidence** – staff questionnaires and self-evaluation has highlighted a need for a consistent approach to planning of Es and O.

| What do you aim to achieve?                                                                                                                                                         | How will you achieve this priority?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Timescales and responsibilities                   |               | Measures of success<br>(What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>Improved attainment in Literacy across the school.</p> <p><u>Currently</u></p> <p>P1 87%</p> <p>P2 84%</p> <p>P3 82%</p> <p>P4 84%</p> <p>P5 84%</p> <p>P6 91%</p> <p>P7 81%</p> | <p>Class data analysis of benchmark assessment results for each child from P2-7.</p> <p>To baseline all Primary 1s using Phonics assessment.</p> <p>NGRT all children P2-7</p> <p>Analysis of assessments and SNSA results to identify priorities but specifically for Amber and Red children in order to establish Targeted Intervention Groups.</p> <p>Pressure Points to embedded within the assessment process.</p> <p>Increase frequency of teaching Literacy. Daily inputs of spelling/phonics/reading</p> <p>A review of our reading curriculum and phonics programme</p> | <p>SLT</p> <p>All staff</p> <p>Pedagogue lead</p> | <p>Term 1</p> | <p>Staff will explain the purpose of the pathway documents and demonstrate how the pathway documents can support pupil progress</p> <p>Describe how the pathway documents support differentiation of teaching and learning</p> <p>Staff will embed new planning format linked to pathways.</p> <p>Monitoring of Forward Plans will ensure the effective use of pathways and planning for high quality learning experiences are included.</p> <p>Pupil voice will provide evidence that children are aware of reading strategies and using them to support their learning.</p> |

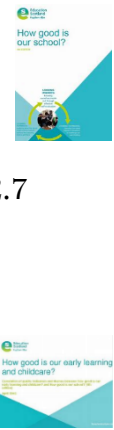
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| <p>Children experience effective teaching and learning in Literacy</p> <p>Staffs pedagogy in Literacy improves, leading to better outcomes for our pupils.</p> <p>A strategic approach to raising attainment is embed throughout the school</p> | <p>Planning format to be created for mid-term Reading and Writing plans</p> <p>Staff to implement and embed new whole school planning format.</p> <p>Staff to amend and note changes which plans require. Staff to note down any resources which they recommend.</p> <p>Reading Club to be established to supported targeted learners P5-7.</p> <p>Through ERDs staff will have identified improving pedagogy in Literacy.</p> <p>Staff questionnaires and coaching wheels will be used to establish teachers confidence and skills in the teaching of Literacy .</p> <p>Staff to undertake CLPL. PTs to model lessons and support CT in team teach opportunities.</p> <p>Drop everything and read to establish as we go for Silver Award in Reading Schools</p> |                                                  | Term 2-4 | <p>Collation of questionnaires will provide robust information on current confidence, attitudes and abilities with regards to the teaching of Literacy and allow any patterns and trends to be identified and inform next steps.</p> <p>Peer observations and team teaching will provide opportunities for moderation and professional dialogue. Learners will be more engaged and increased attainment.</p> |
| <p>Improvement of effective parental engagement to support pupils attainment in Literacy.</p>                                                                                                                                                   | <p>Establish a robust baseline to ascertain parent's current attitudes to Reading and confidence in strategies. Analyse questionnaire results to establish if there are links between parent's habits,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>HT<br/>DHT<br/>Class<br/>Teachers<br/>PTS</p> | Term 2-4 | <p>Parent/carer attendance at pupil-led events to exceed 75%.</p>                                                                                                                                                                                                                                                                                                                                            |

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|  | <p>attitudes and confidence and their child's attainment.</p> <p>Increase in parent meetings with clear focus on attainment levels.</p> <p>Open mornings/afternoons where parents see children working on strategies. Focus on encouraging children to choose strategies which best support their leaning style. All children taking part in the same activity.</p> <p>Book Bug sessions to reach Primary 1</p> <p>Parental workshops offered to support in reading strategies</p> |  |  | <p>Parent/Carer/Pupil engagement with 2 parents night.</p> <p>A high return from parents will indicate their engagement with the school's priorities.</p> <p>Improved school engagement from parents, leading to improved attainment for targeted learners.</p> |
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| <p><b>Priority Area: 3 Maintain</b></p> <p>To meet the needs of all learners through our robust offer of universal and Targeted support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>School leadership</p> <p><b>Teacher professionalism</b></p> <p><b>Parental engagement</b></p> <p>Assessment of children's progress</p> <p><b>School improvement</b></p> <p>Performance information</p>  | <p>Leadership and Management</p> <p>QI: 1.1, 1.2, <b>1.3</b>, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, <b>2.4</b>, <b>2.5</b>, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: <b>3.1</b>, 3.2, 3.3</p> | <p><b>Meeting the needs of all learners</b></p> <p><b>Quality provision</b></p> <p>Leadership and workforce development</p>   |
| <p><b>What informs this priority?</b></p> <ul style="list-style-type: none"> <li>• <b>Attainment</b> – To ensure learners make very good progress from their prior levels of attainment in Literacy. Ensuring attainment over time improves and added value is evident in raising attainment for all.</li> <li>• <b>Self-Evaluation</b> – through self-evaluation staff have identify that there is a lack of consistency in the use of progression pathways and planning approaches are used across the school</li> <li>• <b>Service Improvement</b> – to link with service improvement plan of excellent educational experiences for all learners</li> <li>• <b>Pedagogy</b> – As part of our quality assurance; classroom observations, jotter monitoring and pupil voice highlighted a lack of consistency in the teaching strategies across the school.</li> <li>• <b>Learners</b> – Improved learner engagement and participation in their learning, thus leading to improved outcomes for all learners. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests.</li> <li>• <b>Inclusion</b> - in line with the authority service priority it is our vision that all learners are included, engaged, and involved in the life of their establishment.</li> <li>• <b>Staff confidence</b> – staff questionnaires and self-evaluation has highlighted continued worked in supporting our Stage 3 Learners.</li> </ul> |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                     |

| What do you aim to achieve?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How will you achieve this priority?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Timescales and responsibilities |                                      | Measures of success<br>(What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b><u>Planning for Universal Support (US)</u></b><br/>All children will benefit from robust, high-quality universal support. To meet the needs of all children and young people, staff within our establishment will work together effectively and support one another to increase their ability to meet the needs of our diverse learners through effective use of professional learning and collaborative dialogue.</p> <p><b><u>Planning for Targeted Support (TS)</u></b><br/>Our targeted support will build upon our robust universal support. Our learners' needs will be identified early, through reliable and valid assessment evidence, and we will ensure appropriate, proportionate and timely</p> | <p>Staff will build on the work they have completed in session 23/24 on the CIRCLE Participation Scale. Using this will enable staff to identify the learner's strengths and areas requiring development.</p> <p>Staff will be able to identify barriers to learning in terms of the physical environment, social environment, structures and routines, and motivation and skills.</p> <p>This baseline measure will be used to evaluate input based on follow up assessment and can be used to support discussion with colleagues and parents/carers. This will now be embedded in our planning formats</p> <p>Through our robust tracking and monitoring targeted intervention groups for Literacy and Numeracy will be established.</p> | HT                              | Term 1<br>Term 2<br>Term 3<br>Term 4 | <p>Learner conversations demonstrating that children know their targets and feel supported to achieve them.</p> <p>Tracking meetings to support and enable CT to review and set new targets</p> <p>Monitoring of Forward Plans will ensure the sharing of Assessment results have informed planning and have been planned for effectively.</p> <p>The analysis and tracking of data will provide evidence of learners' attainment and improvement over the year.</p> <p>The use of data will show an increase in pupil attainment across all stages. Targeted gains for those with identified ASN.</p> <p>Quality Assurance through classroom visits using CIRCLE Framework and QI 2.4 will identify strengths and areas for development.</p> |
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| support, including specialist input where required<br>. | <p>Staff and SLT will use individual learner plans to ensure progress and marginal gains are tracked effectively.</p> <p>Monthly Whole School Inclusion Meetings will be held. Staff can present a child who they have concerns about.</p> <p>All staff then discuss using a solution orientated approach setting SMART targets for the pupil to achieve. SflAs to undertake a robust CLPL calendar to provide training and increase skill set to support all learners</p> | <p>DHT<br/>PTs<br/>SfLT</p> <p>Staff</p> |  | <p>Staff will work in collaboration to offer one another peer support, to share expertise and expand staff skill base in a supportive environment.</p> <p>Quality assurance of From 4s and Individual Learners Plans</p> |
| <b>Ongoing evaluation/actual impact:</b>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          |  |                                                                                                                                                                                                                          |

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| <p><b>Priority Area: 4 Cluster</b></p> <p>Moderation of Writing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>School leadership</p> <p><b>Teacher professionalism</b></p> <p>Parental engagement</p> <p><b>Assessment of children's progress</b></p> <p>School improvement</p> <p>Performance information</p>  | <p>Leadership and Management</p> <p>QI: 1.1, <b>1.2</b>, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, <b>2.3</b>, 2.4, 2.5, <b>2.6</b>, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, <b>3.2</b>, 3.3</p>  | <p><b>Meeting the needs of all learners</b></p> <p><b>Quality provision</b></p> <p><b>Leadership and workforce development</b></p>  |
| <p><b>What informs this priority?</b></p> <ul style="list-style-type: none"> <li>As part of the Council's Strategic Vision this focus sits under the 'Positive Attainment and Achievement for All Learners' improvement priority.</li> <li>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.</li> <li>ELC and teaching staff in all establishments have identified moderation as a key priority for improving their own practice.</li> <li>Enhance the cross-sector cluster partnership working, supporting effective professional dialogue through collegiate working.</li> </ul> |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |

| What do you aim to achieve?                                                                                                                                                                                                                                                                                                        | How will you achieve this priority?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Timescales and responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Measures of success<br>(What on-going information will demonstrate progress?<br>(Qualitative, Quantitative ~ short / medium / long term data)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>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.</p> <p>Develop a consistent understanding of what is required to achieve a level in writing to support raising attainment for all learners.</p> | <p>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.</p> <p>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.</p> <p>Following the three sessions with Susan Thomson, ELC and teaching staff will teach collegiately planned lessons.</p> <p>SLT will plan quality assurance activity across the cluster to further support shared understanding of standards.</p> <p>Teaching and ELC staff will come together in levels to moderate written pieces created as part of the collegiately planned lessons.</p> | <p>Led by establishment HTs.</p> <p>One twilight session with Kimberly Robinson focusing on Progress.</p> <ul style="list-style-type: none"> <li>✓ 4.9.24 @ Denny HS<br/>3.30pm – 5.00pm</li> </ul> <p>Three twilight sessions with Susan Thomson.</p> <ul style="list-style-type: none"> <li>✓ 11.9.24 @ Denny HS<br/>3.15pm – 4.45pm</li> <li>✓ 25.9.24 @ Denny HS<br/>3.15pm – 4.45pm</li> <li>✓ 6.11.24 @ Denny HS<br/>3.15pm – 4.45pm</li> </ul> <ul style="list-style-type: none"> <li>✓ Inservice Day – 18.2.25<br/>Early Level – Head of Muir<br/>Frist Level – Antonine PS<br/>Second Level – Denny HS</li> </ul> | <ul style="list-style-type: none"> <li>• Staff will confidently use Progress to record learner progress and attainment.</li> <li>• Staff will have engaged in moderation processes. A shared understanding of the standards and levels of attainment will be agreed.</li> <li>• Staff confidence surveys will evidence improvement in using the moderation cycle to support teacher judgement.</li> <li>• Staff will be able to discuss the impact that the moderation events have had on assessment procedures in their classroom.</li> <li>• Confidence in making judgements about achievement of a level will increase. Staff will identify impact on their own professional development</li> </ul> |

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|                                   |  |  | <p>in terms of confidence knowledge and skills.</p> <ul style="list-style-type: none"> <li>• Analysis of attainment figures will evidence more robust and accurate recording of attainment levels.</li> <li>• Links across the cluster will be strengthened.</li> <li>• Head Teachers will be more confident in declaring attainment figures across the school.</li> <li>•</li> </ul> |
| Ongoing evaluation/actual impact: |  |  |                                                                                                                                                                                                                                                                                                                                                                                       |