



Bridge of Weir Primary

School Improvement Plan

2024/25

Planning framework

As part of Children's Services, Bridge of Weir Primary has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Our school vision of, '**Working Together for Equity, Equality and Excellence,**' is very important to us as we strive to get it right for every child and family in their time with us.

Our values of **honesty, fairness, responsibility, support, (kindness and compassion) co-operation, acceptance of difference, respect, friendliness, and inclusion**, reflect this vision and this is evident in our daily interactions.

Our school rules are **ready, respectful, and safe**. They are simple but effective in all situations.

Our school aims to:

- Encourage learners to adopt **active and healthy** lifestyles which support strong mental health and **nurture** understanding and awareness of good emotional wellbeing for themselves and others.
- Experience challenge and success which enables learners to develop well informed views, make responsible choices and come to good decisions.
- **Achieve** the highest possible levels of attainment across the curriculum and provide focused support in literacy, numeracy and health and wellbeing.
- Develop skills across the curriculum for learning, skills for life and skills for work.
- Develop knowledge and understanding of our school curriculum, our community, our society, our world and our place and **responsibility** within them including sustainability and United Nations Conventions on the Rights of the Child (UNCRC)

School, Child Friendly aims:

- Let's make sure we do things that help our bodies and minds stay strong and happy! That means doing activities like playing outside, eating healthy foods, and talking about how we feel with our friends and family. We also want to understand how others feel and help them feel good too.
- It's important for us to try new things and do things that might be a little hard sometimes. When we try and we do our best, we can learn a lot and feel proud of ourselves. This helps us understand things better, make good choices, and decide what's right for us.
- We want to do really well in all the subjects we learn, like literacy, numeracy, and health and wellbeing. If we need help with any of our learning, we'll get extra help so we can do our best!
- We're going to learn lots of interesting things in school that will help us in different parts of our lives. Things such as, how to read, write and count, but also how to be good at working with others and solving problems. These are skills we'll use not just in school, but also when we grow up and have jobs.

- We're going to learn a variety of interesting things through our curriculum, but also about our local area and community, our country, and the whole world. We'll learn about how we fit into all of these places and how we can help take care of them, like making sure we don't waste too much and making sure everyone is treated fairly. We will be taught about the United Nations Conventions on the Rights of the Child (UNCRC).



Who did we consult?

To identify our priorities for improvement, we sought the views of teachers, parents, learners, Educational Psychologist and Partners. We used a variety of methods of getting the views of those who are involved in the life and work of Bridge of Weir Primary and ELCC such as staff, parent and learner surveys, questionnaires, professional discussions at meetings and with focus groups.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. Meetings with the Educational Psychologist to develop measurable intervention strategies, identification of specialist resources to deliver high quality training for attainment and leadership and specialist services to deliver training for staff, parents, and learners.

We will be collaborating within school, within our authority and with our partners to achieve our common priorities.

We will use effective interventions for continuous improvement such as the work of Shirley Clark on formative assessment, Grounds for Learning on our Outdoor Learning framework, local authority support and training for Talk for Writing to drive forward our ambition for Excellence.

For Equality we will use the UNCRC articles and review our curriculum and resources used.

For Equality in mental health and health and wellbeing we will use GIRFEC and SHANARRI criteria, Emotion Works to develop emotional vocabulary and behaviour regulation, Glasgow Motivation and Wellbeing Profile (GMWP) to measure our success and further training in Renfrewshire Nurturing Relationships Approach (RNRA).

For meaningful involvement of our learners we will participate in, Renfrewshire's Young Leaders of Learning (YLL) project based approach, UNCRC articles and our own well-established learners groups of House Captains, School Council, ECO Council and Literacy Legends.

For equity we will continue to see every child as an individual and work to reduce barriers to their progress, we will use the Circle Framework to further improve our classrooms to meet learner's needs and our local authority intervention framework to record and share progress with learners and their families.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How will we know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Planned attainment and achievement meetings at school, department, and class level to analyse, track and monitor progress.
 - Collaborative working across stages and departments looking at attainment information, pace and progression and our curriculum.
 - Regular gathering of attainment information from formative, summative and standardised assessment to inform teacher judgement.
 - Peer Collaboration including teaching observations and professional discussion of strengths and improvements.
 - Teacher meetings for feedback on progress of key school priorities and identification of future improvements such as Talk for Writing
 - Planned programme of professional review and development.
 - Teacher evaluations of their pedagogy and the impact of this on teaching and learning in literacy, numeracy, health and wellbeing and an area of their choosing
 - Regular class visits and team teaching with SLT to share professional learning, share good practice and deliver improvements.
 - HGIOS4? QI Self-evaluation – systematic programme and calendar of self-evaluation against QI themes
 - Management and Leadership meetings for tracking and monitoring of teaching and learning, analysis of attainment and achievement using qualitative and quantitative data.
 - SNA assessment at P1, P4 and P7 to monitor our progress on a national platform and inform our priorities for teaching and learning.
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- Feedback from pupils and parents on progress through our communication platforms and formal reporting systems and meetings.
 - Annual audit of parent views using survey questionnaires.
 - Biennial monitoring and tracking of parent views regarding health and wellbeing of their child using SHANARRI indicators.
 - Annual audit of learner views using questionnaires.
 - Annual audit of learner views of their school and classroom through the school passport.
 - Bi-annual monitoring and tracking of learner's self-assessment of their wellbeing – Glasgow Motivation and Wellbeing Profile.
 - Planned meetings with pupil representatives from each class to discuss health and wellbeing and attainment and achievement.
 - Young Leaders of Learning will visit another school and evaluate our school using How Good is OUR school part 2.
 - Feedback from pupils on their experience of teaching and learning through class visits, this will specifically include protected characteristics and will be representative of all learners.
 - Specific stage/class questionnaires for pupil views related to the school improvement plan.

- Bi-monthly Pupil Council meetings to address specific issues from the school improvement plan and classroom discussions to provide feedback from learners.
- Meetings with partners to review progress towards criteria and targets.
- Selected policy audit for review and update with all stakeholders.
- Improvement plan review of progress and identification of next steps.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Service

Improvement Priority 1 and 2– Curriculum development to engage/enthuse and inspire teaching and learning in the outdoors. Developing our school grounds to support diversity in play.

HGIOS/HGIOELC QIs 1.1 2.3 3.3 1.2 2.7 1.3 3.1 2.2 3.2	NIF Priorities <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>At Bridge of Weir Primary we are aware of an increase in the number of children requiring support from counselling services. We believe that changes to the curriculum on offer will help to raise the resilience and self-esteem of all children. (The Anxious Generation 2024) We also believe that learning outdoors offers a different opportunity for learning across the curriculum which can engage, enhance and improve learner's attainment and achievement.</p> <p>Equality and Equity</p> <p>Bridge of Weir Primary and ELCC is set in environmentally rich and diverse grounds which are perfect for enhancing our curricular learning in STEM, sustainability, and health and wellbeing making</p>	<p>The outdoor environment for P1-3 will be developed. This environment will better support play and creativity at breaks and lunches. (June 2025)</p> <p>There will be zones around the school to support diversity of play for all children (June 2025)</p> <p>All support staff will complete training with Grounds for Learning to support children in the playground – Play Revolution</p> <p>Other aspects of the school grounds will be identified by the children and staff and developed for educational purposes and used by all learners – focus on STEM (June 2025)</p>	<p>Baseline play survey and follow up play survey.</p> <p>Baseline climate survey and follow up climate survey.</p> <p>ECO plan created with ECO group – children representative from each class to identify this work in the curriculum. School Council – two children from each class – will share class ideas and opinions and provide information and feedback on progress</p> <p>Pre and post photographs of areas that are planned for improvement.</p> <p>GMWP surveys with a particular focus on questions</p>	<p>Use Scotland's Curriculum Framework www.scotlandscurriculum.scot to plan for the why/what and how of curriculum development. HT and class teacher will attend.</p> <ul style="list-style-type: none"> • Leadership of change – designing the curricular improvement. • Thematic case clinics. • Sharing the Learning with other professionals and learning about their curriculum development. • Understanding our children's needs • Knowing the big ideas • Knowing your own learning and support needs • Using meaningful learning networks • Being clear on practical approaches

<p>increased use of the outdoors in all weathers.</p> <p>Our family survey (89 responses) showed support for learning outdoors and for learners to be more knowledgeable and aware of their immediate surroundings. Currently P7 children are not able to name key features in their own community with confidence.</p> <p>Our family surveys showed support for increased experiences and time for children to learn in the outdoors. The development of essential employability skills, development of understanding in literacy and numeracy and experiencing learning in a different way to the traditional classroom. We will increase the frequency of opportunities to be outdoors, working on key knowledge and skills about the world and the environment the children are living in.</p> <p>The playground is often dominated with football, and this can lead to conflict among children. We want to provide alternative play provision.</p> <p>The school has developed a series of initiatives with outdoor</p>	<p>There will be a responsive approach taken to the development of the grounds involving consultation with the children. Young Leaders of Learning Group supported by Class Teacher (June 2025)</p> <p>Children will report greater satisfaction with their play, and they will help to lead a reduction in conflict as children find greater opportunity in their environment. (June 2025)</p> <p>GMWP data will show improvement in percentage of children showing satisfaction levels from 7-9 in the following areas:</p> <ul style="list-style-type: none"> • Other children look out for me in school and make sure that I am ok. • Adults look out for me in school and make sure that I am ok. • I feel good about myself in school. • I can wait until it is my turn. • I stay calm even if I don't get what I want. 	<p>regarding feeling healthy and safe and respected and responsible:</p> <ul style="list-style-type: none"> • I feel safe in school. • Other children look out for me in school and make sure that I am ok. • Adults look out for me in school and make sure that I am ok. • I feel good about myself in school. • I can wait until it is my turn. • I stay calm even if I don't get what I want. • I would stand up for myself if I felt picked on by someone in school. • Staff and pupil questionnaires on Outdoor learning to assess skills development and confidence as well as implementation and assessment of the curriculum. 	<p>Using Renfrewshire's Young Leaders of Learning. Class teacher will attend training and link with another school.</p> <ul style="list-style-type: none"> • Purpose and Principles of the programme • Links to UNCRC • Resources required. • Why YLL? • Reciprocal Visits - School pairings – how? Criteria? • Activities undertaken on visits. • YLL Handbook • Training for children/YP • Outcomes of the programme <p>Health and Wellbeing</p> <p>Learning Through Landscapes, teachers and support staff will work with children to complete a play survey to identify what they need in a playground. (Links with Circle Framework priority) Set questions to be answered such as is a quiet area required? Are guided games or interactive elements needed to help those who struggle to self-regulate in a large empty space? Is our playground physically accessible and meeting a variety of children's needs and interests?</p>
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<p>learning over the last 5 years to develop the grounds. These have contributed mainly to our ECO school work. We now want to extend those opportunities to more children as part of their experience at school.</p> <p>The school staff are committed to using the school grounds and implementing the progression framework developed in session 2023 to 2024 but wish to raise their skills, knowledge, and confidence to take this forward.</p> <p>United Nations General Assembly International Day of Play 11th June 2024 will be our day to begin.</p> <ul style="list-style-type: none"> • Play is a fundamental right, it builds resilience, instils confidence, and helps children develop. • Children need time to play. That's where we need policies, training, and funding to get play integrated into education. 	<ul style="list-style-type: none"> • I would complain if I felt picked on by someone in school. <p>All teachers will make use of the school grounds and beyond for clear learning opportunities and development of skills which will be shown in interdisciplinary learning and assessment of learning. (June 2025)</p> <p>There will be an increase in classes using the outdoors for learning on a weekly basis.</p>	<ul style="list-style-type: none"> • Play and Outdoor Learning observations - peer observations with teachers and children observing play with support staff. • Active involvement of children in on-going self-evaluation activities leading to improvement by: • Taking part in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice. • Promoting ways that children and young people can be involved in school improvement activities in their own school. <p>This is a new project initiated by Renfrewshire Council, we see potential in this project to help us with identifying what is working well in our school and how to improve our teaching and learning from</p>	<ul style="list-style-type: none"> • Consultation and action for grounds improvement to support diversity in play. • Playtime revolution training and support for children and support staff • Involvement in the creation of a whole school play policy <p>STEM/Literacy</p> <p>Learning Through Landscapes, school staff and children will complete a climate survey to respond on a local basis to mitigate the effects of climate change.</p> <ul style="list-style-type: none"> • Consultation and action for grounds improvement to support learning and to mitigate the effects of climate change. • Citizen Science – learn about wildlife, at the same time as helping to protect it and other projects. There are several family friendly projects too. <p>Learning Through Landscapes, school staff and children will identify areas of the school grounds, and beyond which can be used for educational purposes, e.g.,</p> <ul style="list-style-type: none"> • wildlife garden for science investigations. • outdoor treks for observational skills and changing seasons.
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		<p>our outdoor learning framework. P3 class teacher leads this work with a P5 group.</p>	<ul style="list-style-type: none"> • identification of plants and wildlife. <p>We want to implement a framework of skills progressively across the ELCC to P7. Currently there are pockets of very good practice, and we want to see this consistent across the school.</p> <ul style="list-style-type: none"> • Identify training needs. • Support outdoor learning consistency across the stages. • Reduce obstacles to make outdoor learning easier. • Embed climate change education (ECO) • Deliver the skills progression. • Create a whole school outdoor learning policy. <p>We want to raise the skills, knowledge, and confidence of teachers to take outdoor learning forward. We have partnered with Grounds for Learning who will support the school in the implementation of this.</p> <ul style="list-style-type: none"> • Consistent message and approach to outdoor learning. • Cohesive plan for, and use of, outdoor spaces for play and learning. • Development of staff skills. • Development of children's skills
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			<p>We want to strengthen and make further links with partners in our community and beyond.</p> <ul style="list-style-type: none">• Scouts• Football Group• Fairtrade• Brighter Bridge of Weir• Bridge of Weir Horticultural Society• Nature and wildlife groups• Climate action groups
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Improvement Priority 3 – Inclusion – Circle Framework – using effective pedagogy to increase engagement and attainment

HGIOS/HGIOELC QIs 1.3 2.3 2.4 3.1 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>We are an inclusive school wishing to meet the needs of all children. We aim to implement approaches which aspire to support every child to reach their fullest potential. We work in partnership with our authority and key personnel to achieve this.</p> <p>Our whole school approaches support inclusion. Having developed and embedded several whole school approaches such as Renfrewshire Inclusive Communications Environment, Emotion Works and RNRA nurture principles, we are now focused on the RNRA nurture principle – the classroom is a safe environment - and the use of the Circle Framework to further develop our inclusive classroom practice.</p> <p>Evidence from learner's passports show comments regarding low</p>	<p><u>Whole school approaches to Inclusion:</u></p> <p>Consider all aspects of the school environment: dining area, playground, (see Outdoor Learning playground) break out spaces, corridors, classrooms are inclusive.</p> <p>Increased discussions and actions to identify what needs to be put in place to ensure a school community understands and meets the needs of all learners.</p> <p>All teachers will be confident in developing inclusive practice in every classroom, relating to the Scottish Government's four key features: present,</p>	<p>Teachers and children will be surveyed on changes made.</p> <p>Circle Inclusive Classroom Scales (3) will be completed for classrooms by teachers and support staff. Rating 1-4 (October 2024)</p> <p>Areas will be identified for improvement and the Circle Inclusive Classroom Scale planning page will be completed. (October In-service Day).</p> <p>Repeat of Circle Inclusive Classrooms Scales completed with new rating and evidence of impact. (May 2025)</p> <p>Teachers will use May 2024 GMWP data to identify the</p>	<p>All staff focus on a whole school approach for specific areas of inclusion/nurture – focus on lowering the individual scores of children who report a lower scoring.</p> <p>All school staff to have clear support and guidance to refer to which makes the school environment more inclusive and achieves consistent approaches.</p> <p>After studying an online module or attending training or attending school training and participating in the tasks teachers will have an:</p> <ul style="list-style-type: none"> understanding of how to promote effective inclusive practice using the CIRCLE Framework of inclusion. awareness of how to promote a learner centred approach where learners are listened to and

<p>level disruptions in class being annoying. Low level disruption can strain relationships between individuals and their peers and lead to tension in the environment. We want to support our learners in achieving a classroom environment where low level disruption is minimised.</p> <p>The Circle Framework has been identified as a resource and approach that will help the school to address some of the issues raised by our learners. The Circle Collaboration has completed a variety of research studies, including qualitative studies of teacher practice, investigations of collaborative working and systemic reviews of interventions for the school to believe that this is the way forward for us. Combined with our Outdoor Learning Framework and approaches to Teaching and Learning we believe we can improve the school/classroom environment for the benefit of all learners.</p>	<p>participating, achieving, and supported.</p> <p><u>Working within an inclusive Classroom</u></p> <p>Target group: all learners but especially learners with identified additional support needs. Focus group across P1-P7</p> <p>Inclusive classrooms will reduce the extent to which further additional support is required for individual learners. Implementation of individual support to be minimally intrusive.</p> <p>Increase in learner's independence and reduction in the complexity of classroom management.</p> <p>Provision of a toolkit/reference point for staff to analyse, measure and record the success of the school/classroom environments in meeting the needs of all children.</p> <p>Numbers of children reporting 1-3 on GMWP scale will be replaced with</p>	<p>child/children in each class that will form the target intervention individual/group.</p> <p>SLT/Teachers will compare the May 2024 data to May 2025 for GMWP 1-3 and 4-6 scores. Teacher evaluation will report on changes that have had a positive impact on the classroom environment, teaching and learning and individual/target group (May 2025) This information will be monitored and clearly recorded on action plans and whole school tracking of interventions.</p> <p>Parent/Carer feedback on school and class environment at parent/carers meetings in October 2024 and March 2025.</p>	<p>involved in the management of their own learning.</p> <p>Teachers will use the inclusive classrooms development guide to understand and improve:</p> <ul style="list-style-type: none"> • Physical environment and class layout • Organisation of resources • Social environment • Emotional Literacy • Social Skills • Structures and routines • Motivation – values, self-belief, interests • Awareness of the tools to support the documentation of evidence of assessment and input. <p>Enabling learners to have a say in developing the most appropriate environment and encourage inclusive and nurturing behaviour from others.</p>
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	<p>increased numbers reporting 4-7.</p> <p>Learners will report/showcase improvements within their environment and the impact this had had (May 2025)</p> <p><u>Supporting learners - Skills, support and strategies</u></p> <p>Learner participation in the evaluation of the progress made and contributions towards further school improvement.</p>		
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Improvement Priority 4 – Talk for Writing – Using effective writing pedagogy to increase engagement and attainment

<p>HGIOS/HGIOELC QIs 2.3 2.4 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in children's and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. School Leadership</td> <td style="width: 50%;">4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Teacher professional judgement (ACEL)/NSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment and close attainment gaps, specifically in relation to writing. (P4, P6 and P7)</p> <p>Professional dialogue and learner conversations indicate an ongoing need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure. This will ensure we maximise the clear links between pupil engagement and attainment in writing.</p> <p>Through the opportunities that we have in the transition programme, we need to align the pedagogical approaches between Primary and Secondary and prepare learners</p>	<p>By (May 2025), there will be a 2% - 4% increase of writing attainment across specific stages and SIMD levels.</p> <p>By (May 2025), there will be evidence of narrowing the attainment gaps by 3-7%</p> <p>By (May 2025), all teachers are more confident and skilled in the learning and teaching of fiction and non-fiction writing.</p> <p>By (May 2025), almost all children will demonstrate increased engagement, knowledge, and skill in the writing process.</p> <p>By (April 2025), a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be</p>	<ul style="list-style-type: none"> • Teacher professional judgement/ACEL data • Writing assessments • Standardised assessment data including NSA/ACEL • Pupil learning conversations (individual target setting, focus groups etc.) • Reading and writing engagement surveys • Class formative assessment – cold and hot tasks • Levels of staff engagement with CLPL • Working group minutes -school and authority level 	<p>Provision of ongoing professional learning for all teaching and support staff in the Talk for Writing approach including initial CLPL for new/returning staff in fiction and non-fiction writing and ongoing professional learning determined by staff confidence surveys, evaluations, and observations.</p> <p>Further develop transition work with colleagues in ELCC/cluster early years settings.</p> <p>Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep '24 and implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate writing experiences and outcomes across our school and cluster (Gryffe and Houston/comparator (Inchinnan and Wallace) schools.</p>

<p>for writing within the specific disciplines at Secondary.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is required on implementation of the approach across the school (and ELCC) to ensure a consistent, evidence-based approach to writing across the school and maximise the impact on pupil engagement and attainment.</p>	<p>evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p> <p>Between (October 2024 and March 2025), parents/carers will have been provided with opportunities to learn more about the Talk for Writing approach and ways they can support their child to progress in writing.</p>	<ul style="list-style-type: none"> • Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey • Attainment and Achievement meetings • Peer class visit feedback. • Learner feedback - target group • Target group writing jotters. • Stage, whole school, and cluster moderation activities • Audit of progress using the Talk for Writing School Improvement Cycle • Feedback from parents/carers via events, family learning opportunities and surveys • PRAG rating the Talk for Writing 'non-negotiables' collaboratively with 	<p>Project leadership team to undertake a full audit of implementation informed by the Talk for Writing Leadership Toolkit/RAG rating (with staff) to identify areas of strength and areas for further development.</p> <p>Creation of an updated operational plan, by October '24, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.:</p> <ul style="list-style-type: none"> - maintaining/evaluating whole school reading spine - maintaining/evaluating whole school overview with resource linked units - adapt templates for unit planning to align with existing planning approaches. - establish teaching non-negotiables and ensure consistent implementation across the school. - establish/maintain effective procedures for quality assurance of the approach with a focus on consistency and quality. <p>By September '24, all teaching staff will be familiar with the Talk for Writing 'Planning, Progression and Assessment' overviews and will use aspects of these to plan learner experiences in line with CfE and inform professional judgements on pupil progress.</p>
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