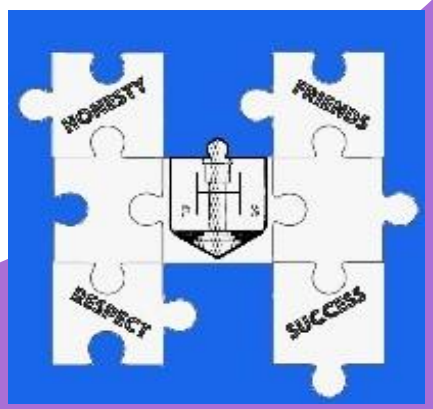
Houston Primary School and Early Learning &
Childcare Class

School Improvement Plan

2024/25

(as part of plan 2023-26)



Planning framework

As part of Children's Services, Houston Primary School and Early Learning & Childcare Class 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

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.	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.	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.	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.	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

Our Vision, Values and Aims

Our AIM is to

'Nurturing the Hearts and Minds of the Future'

Our VISION is to ensure that all children entrusted to our care are nurtured, valued, respected, and supported to reach their full potential, enabling them to have the skills and confidence to succeed today. This is best achieved when we work together with all stakeholders to ensure the highest quality of education is achieved for all our children.

Our VALUES are;

FRIENDSHIP *HONESTY* *RESPECT* *SUCCESS*

Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parent/carers, staff and partners. We used a variety of methods of getting the views of those who are involved in the life and work of Houston Primary School and Early Learning and Childcare Class such as;

Children: Pupil Council, Eco Committee, Various Pupil Focus groups/surveys, Assemblies,

Parent/Carers: School Website and other Social Media channels, surveys using Microsoft Forms.

Staff: SLT meetings, Staff Meetings, In-Service Day programmes, Staff Working parties and surveys.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities, such as Social Work, Health Visitors, Partnership Nurseries, Educational Psychology Services, Family Wellbeing Community Team, School Chaplain and Exchange Counselling Services.
All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will 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:

Quantative Data

- CfE Achievement of a Level data
- Standardised Assessment data – Literacy P1-7, Numeracy P1,3-7, SNSA, GL Assessments
- Annual Spelling and Reading Age assessments – chronological age obtained
- Termly Phonic Assessments P2 & 3
- P3 Screening Assessment
- End of maths pathways assessments, Numeracy profiles
- IDL data for Literacy and Numeracy
- Analysis of key performance data in relation to SIMD, FME, attendance,
- Reading Assessments, Writing profiles, Talking & Listening profiles
- Engagement levels on GLOW and Google Classroom
- Progression Toolkit – Early Level in Early Years

- Attendance
- Number of referrals to services
- Whole School and EL&CC Trackers
- Floorbooks for responsive planning

People's Views

- Whole staff meetings face to face
- Support staff meetings face to face and online using Microsoft Teams
- Individual meetings with staff/parents/pupils
- Dialogue/feedback with pupils
- School Council face to face and online using Zoom (EL&CC in person, only 2 meetings)
- Cluster working
- School website, blogs and social media
- Open afternoons, school performance, family learning events
- Committee meetings - various
- Focus groups including parent workshops
- Working parties
- Questionnaires and surveys gauging satisfaction and suggestions for improvement
- In-service day training for staff
- Written evaluations and detailed comments, triangulating evidence
- Team meetings at all levels face to face and online using Microsoft Teams
- TAC meetings – Single and Multi-Agency

Direct Observations

- Shadow individual pupils
- Teaching methodologies
- Learning walks
- Teachers observing each other - sharing good practice
- Collegiate working at all levels, across the school/ELCC, in the cluster and beyond
- SMT class visits/observations

Evidence Based Observations

- Pupil's work (including displays and photographic evidence) Learning walls
- Reports to parents

- Subject/Thematic progressive frameworks
- Teacher's termly planning and evaluations
- Review of SIP progress
- Policies and Guidelines

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

Improvement Priority 1 – Improvement in children's and young people's Health and Wellbeing			
HGIOS/HGIOELC QIs Q.I 2.3 Q.I 2.4 Q.I. 3.2	**NIF Priorities** • 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 YP		**NIF Drivers** School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	**Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25**	**Measures**	**Intervention/ Action**
GIRFEC meetings and learner HWB surveys indicate a need to increase support for some pupils with their overall wellbeing, with a focus on supporting anxiety using RNRA approaches, NVR, Exchange Counselling, Seasons for Growth, Nurture Natter, LIAM, CIRCLE, Parental Engagement sessions, as a further means of support. The presumption of mainstream has increased the number of pupils presenting with ASN and needing a higher level of support. Staff training in CIRCLE and NVR to upskill staff with strategies to support inclusion. Health & Wellbeing data gathered across the cluster for consistency using the Glasgow Wellbeing tool to allow staff to analyse data more efficiently and track children's journeys throughout their education. Children will have a better understanding of the scaling of	By June '25 there will be a 10% decrease in number of pupils indicating that their anxieties are having an impact on their daily lives. The number of pupils receiving support in school by attending the Calm Club will decrease by 50%. Parental attendance at Anxiety Drop-in sessions and engagement with NVR training will equip parents and staff to support pupils better. By June '25 there will be a 10% decrease in pupils requiring referrals to be made to Exchange Counselling and LIAM to support with their resilience, self-esteem and anxiety. By June '25 almost all children and families who are supported using NVR approaches will have improved emotional regulation and a reduction in escalated behaviour, in school and at home. By December '25, we will share evidence of our RNRA journey and apply for our Amethyst Award. (Ruby Award Achieved June '23.) By June '25, almost all teachers and some support staff will be more confident and skilled in using CIRCLE and NVR (Part 2) approaches to support pupils. Almost all support staff will be more confident and skilled in using de-escalation techniques. By June '26, almost all teachers will be more confident and skilled in supporting pupils with adverse childhood experiences and trauma to promote overall wellbeing and self-esteem within their class. Almost all support staff are more confident and skilled at creating strong bonds that	• GIRFEC wellbeing meetings – bi-annually recorded in SEEMiS Pastoral Notes by stage managers. • Glasgow Motivation & Wellbeing Profile – HWB data, session 24-25 will be analysed termly by class teachers. PT to collate and analyse for the whole school. Identify, support and track next steps for identified pupils. • HWB teacher judgement • Daily emotional check-in, in all classes • DHT to carry out HWB conversations with targeted pupils • Consistent high levels of staff engagement with Nurture Core Working Party, ensuring continuity and progression • Annual evaluation of staff confidence, understanding and progress with implementation of RNRA approaches • RNRA Ruby Accreditation evidence • Attainment meetings – bi-annually • 'Nurture Natter' feedback from targeted pupils • 'Seasons for Change' group impact questionnaire • Numbers of pupils requiring support to transition from home to school • Star Awards/Golden Cone Award • Number of referrals to Family Wellbeing Services and REN10 • Numbers of pupils attending Art or LEGO Therapy • Number of pupils who benefit from an enhanced transition and impact it has.	Provide professional learning (In-service training/collegiate) for **all** teaching and support staff in – NVR Supporting Anxiety, and review the impact of NVR Part 2 training covered in session 23-24 and all other covered in previous years. Calendar of RNRA Core Working Party collegiate activities, professional reading and working groups will be finalised by Aug '24 and implemented throughout the session. June '23 Two teachers completed Nurture Leadership training and will take a leadership role in delivering RNRA approaches to the Nurture Core Working Party, session 23-24. June '24, four members of staff trained in CIRCLE to support inclusion in the classroom setting. To be cascaded to all staff August '24. June '23, two teachers engaged in RICE training and will take a leadership role in delivering RICE to promote opportunities for all pupils to support communication and inclusion during session 24-25. By June '24 review impact of Nurture Natter sessions and number of pupils attending these sessions. During session 24-25, Nurture Core Working Party will use Plan-Do-Study-Act approaches when

(PEF) denotes interventions/activities funded through Pupil Equity Funding

their response and less errors made. 4.6% increase of referrals for support with anxiety indicate a greater need to support pupils presenting with anxiety. Staff training will ensure that pupils are better supported and be more relaxed and ready to learn. 4% of pupils in school requiring a greater level of support to thrive in the mainstream setting due to adverse childhood experiences and trauma. Staff will be better equipped to support inclusion in the classroom setting.	allow pupils to feel safe and explore their wider environment. By June '24 almost all children will demonstrate increased confidence in their overall wellbeing, self-esteem and when transitioning throughout the school session. By June '25, all staff including support staff will be more skilled and confident in using NVR approaches to support behaviour, by using de-escalation techniques. Staff will be more attuned to support pupils needs. They will be able to support pupils to self-regulate and return to their learning. Staff will use New Authority approaches with a strong focus on attunement, push back, adult presence and building relationships. By June '25 all staff including support staff will be more skilled to support inclusion in the classroom setting, following training and using the CIRCLE resources. By June '25 our support staff will be trained in LIAM and will be better equipped to support pupils during the school day. By August 24, our ELCC will have created a Nurture Core Working Party and all staff will have received RNRA – NVR Part 2 training.	• Parent evaluation following NVR-Anxiety, Parent Group– Google forms	trialling and implementing NVR plan approaches, prior to cascading to all school staff session 24-25 Staff will continue to to use the new Glasgow Motivation & Wellbeing Profile and support pupils to answer accurately using the scaling. By January '24, all core nurture working party staff will be provided with training from Ed Psych and professional reading material on how to implement, NP 'Nurture is Important for Wellbeing and Self-esteem'/NVR Part 2. Parent drop-in support group established February 24, families attending will be more familiar in using NVR approaches to support children with anxiety. Audit impact of RNRA approaches used and staff confidence levels by June '25. Identify priorities for next Nurture Principle for December '26. By June '25, two support staff members will be trained to support pupils who are displaying anxiety and will take on a leadership role in supporting pupils with anxiety. By June 24, all staff including support staff will have received NVR training Part 2, with a focus on NEW Authority. By February '25, family learning event to share new authority methodologies on supporting behaviour – OLD AUTHORITY/NEW AUTHORITY. December 26, all core nurture working party staff will be provided with training from Ed Psych and professional reading material on how to implement, Nurture Principle – 'The Environment Offers a Safe Base'

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 2 - Raise attainment in Literacy with a priority focus on Writing			
HGIOS/HGIOELC QIs Q.I 2.3 Q.I 2.4 Q.I 3.2	**NIF Priorities** • 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** School Leadership Teacher Professionalism Parental Engagement	 Assessment of Children's Progress School Improvement Performance Information

Rationale for Change	Outcome and Expected Impact	Measures	Interventions/Action

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Although attainment in writing remains high across the school (above 88% at all stages, May 2024), there is a need to target those not currently 'on track', and bring attainment more in line with Reading, currently 90% and above, at all stages. 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. 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.	2% increase in writing attainment at P3, P4, P6 and P7 stages by June '25. By June '25, almost all teachers are more confident and skilled in the learning and teaching of fiction and non-fiction writing. Almost all support staff are more confident and skilled in providing in-class support for writing. By June '26, almost all children will demonstrate increased engagement, knowledge and skill in the writing process. By June '26, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies. Transition groups at Early level (EL&CC and P1) and Second/Third level (P7 and S1) will help facilitate this work.	• Teacher professional judgement and assessment information (NSA P4 & P7, GL P3 & P6), formative writing assessments) • Pupil learning conversations (focus groups at each stage throughout the school, incl. EL&CC) • Pre/Post Reading and Writing engagement surveys (incl. evidence gathered and documented through Reading Schools award) • Levels of staff engagement with CLPL • Working/focus/support group minutes – school/cluster/authority level • Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey • Tracking and monitoring (Attainment Meetings) • SMT Quality Assurance visits • Teaching staff – reciprocal visits with constructive feedback • Stage, whole school and cluster moderation activities • Audit of progress using the *Talk for Writing* School Improvement Cycle • RAG rating the *Talk for Writing* 'non-negotiables' collaboratively with teaching and support staff • Links to *Dive Into Reading* approach evident through long-term planning • Feedback from parent/carers via events, family learning opportunities and surveys	• 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. Collegiate sessions will be planned to ensure professional learning is determined by staff confidence surveys< evaluations and quality assurance visits. • **PEF funded Assistant (20hrs + £….)** working on early reading and writing skills with identified children. Baselines used, and regular assessments across the session to track progress. • Calendar of writing CLPL (In-service, collegiate activities with cluster schools, professional reading and working party) will be finalised by Sep '24 and implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate with cluster schools and ELCs. • Our project leadership team, in consultation with staff, will undertake an Audit of implementation, informed by the T4W Leadership Toolkit and RAG rating (Aug.-March) to identify key areas of strength and areas for further development. • Creation of an operational plan, by October '24, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features: - evaluating whole school reading spine - continue to create a whole school overview with resource linked units - adapt templates for unit planning to align with existing planning approaches - maintain teaching non-negotiables and ensure consistent implementation across the school - maintain effective procedures for quality assurance of the approach with a focus on consistency and quality
Improvement Priority - Raise attainment in Literacy with a priority focus on Writing (cont.)			

(PEF) denotes interventions/activities funded through Pupil Equity Funding

HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers
Q.I 1.2 O.I 2.3 Q.I 2.4 Q.I 3.2	• 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	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information

Rationale for Change	Outcome and Expected Impact	Measures	Interventions/Action
Following training in the Talk for Writing (Fiction and Non-Fiction) approach in session 22/23, a strong focus is required on implementation of the approach across the school (and ELCC) to ensure a consistent approach to writing across the school and maximise the impact on pupil engagement and attainment. Significant work has been undertaken with Gryffe High, as part of developing shared pedagogy in literacy through our Primary to Secondary Liaison Programme. Staff will continue to focus on developing the teaching of functional writing skills, including critical essays, as well as key comprehension strategies which correlate with the Talk for Writing process. In order to support accurate teacher judgement, in terms of children's attainment in writing, moderation activities are required within (Gryffe cluster) and out with the immediate local cluster.	By June '25,all teaching and most support staff will have a better understanding of, and feel up-skilled in, 'Shared Writing' approaches. By June '25, teaching staff in P7 and S1 will have shared and implemented effective teaching and learning approaches which better prepare learners for the transition. Children will be familiar with key comprehension and writing techniques which will support their learning in literacy. By June '25, all teaching staff will feel more confident and assured in making accurate judgements in relation to children's progress and achievement of Curriculum for Excellence levels in writing. By June'26, parents/carers will have been provided with opportunities to learn more about the Talk for Writing approach, as well as ways in which they can support their child to progress in writing.		Update Audit of resources for writing (whole school and targeted) by September '24 and purchase/create additional resources required. **(£300 PEF spending)** Focus on shared writing, at all stages (with use of Pie Corbett's teaching videos to illustrate effective implementation of the process). Teaching staff will complete the 'Art of Shared Writing' reflection survey and results will be used to inform professional learning. Following success of last session's peer observation lessons, staff will be offered further opportunity to observe and learn from a colleague. By Sep. 24, P7 and S1 teaching staff will create and implement a plan to support weekly joint teaching sessions with Gryffe High School. By Jan. '25, all teaching staff will be familiar with using *Talk for Writing's* 'Planning, Assessment and Progression' overviews, and will use these to plan learner experiences and inform professional judgements on pupil progress. Planned Open Mornings/Afternoons will afford parents/carers opportunities to engage with the Talk for Writing approach and learn, first hand, how this impacts their child's learning. Multimedia presentations will also be shared. They will# provide parents/carers with ideas of how to support children's learning through home learning activities.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

Improvement Priority 3 – Develop high quality learning and teaching through the development of outdoor learning opportunities			
HGIOS/HGIOELC QIs Q.I 2.2 Q.I 2.3 Q.I. 3.2	**NIF Priorities** • 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 YP		**NIF Drivers** School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	**Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25**	**Measures**	**Intervention/ Action**
Significant work has been undertaken in relation to building a playful pedagogy across the Early Years, as well as providing meaningful opportunities for learning outdoors, across the school. Our EL&CC have worked to develop a quality outdoor learning space which facilitates different types of experiences. In order to ensure equitable and high quality learning experiences, across the school, staff wish to re-design the site of our old nursery building and provide staff training in outdoor learning, ensuring a coherent and progressive approach. Professional dialogue with staff, indicates they would	By June '25 almost all children will demonstrate high levels of engagement in learning outdoors. Planned experiences will stimulate learners' interests and provide appropriate levels of challenge. By June '26, a clear, structured, progressive, and consistent approach to outdoor learning will be established throughout the entire establishment, facilitating opportunities for curiosity, problem solving and creativity. By June '26, we will have built on established good practice, to resource and facilitate a more play based outdoor curriculum that allows open ended use of materials, enhancing our Health and Wellbeing, Expressive Arts and STEM (Science, Technologies, Engineering and Maths) curriculum.	• Pupil learning conversations (focus groups) to evaluate the impact, from the beginning to the end of the outdoor project. • Levels of staff engagement with CLPL – Learning through Landscapes • Pre/post training surveys with identified staff, including evaluation of staff confidence, understanding and progress with implementation. • Reciprocal teacher visits for quality assurance purposes • Sharing best practice through collegiate meetings, visits to other establishments. • Depute ELCC attending 3 day course of EY Pedagogical Leadership • Staff in ELCC to have staff development sessions swapping areas to ensure all staff confident in outdoor learning (advice from HMiE)	Session 24-25 Provide professional learning for all teaching staff. Project Lead (DHT/PT) will plan calendar of high quality CLPL (collegiate activities, professional reading) to support implementation throughout the session. Fire based outdoor learning. Staff will visit our EL&CC, classes within and outwith our school community where pedagogical approaches are already established. Reciprocal quality assurance visits will also allow staff to support one another in implementation. Investment in purchasing and recycling of materials that can be used in innovative ways. These will be stored appropriately and accessible to all staff. By June '25, parents/carers will be familiar with outdoor teaching and learning approaches through family engagement activities (e.g. blogs, volunteering practical support).

(PEF) denotes interventions/activities funded through Pupil Equity Funding

like to consider re-configuring how we use our outdoor environment, and CLPL in outdoor learning would help increase staff confidence and enhance opportunities for quality learning outdoors for children from nursery to P7.			

Improvement Priority 4 – Develop high quality opportunities which encourage children to reflect on their learning journey and achievements, whilst building digital skills in profiling.			
HGIOS/HGIOELC QIs Q.I 1.2 Q.I 2.2 Q.I 2.3 Q.I 2.5 Q.I 3.3	**NIF Priorities** • 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 YP		**NIF Drivers** School Leadership Assessment of Children's Progress Teacher Professionalism School Improvement Parental Engagement Performance Information
Rationale for change	**Outcome and Expected Impact (detail targets, % etc 22/23, 23/24, 24/25**	**Measures**	**Intervention/ Action**
Through pupil voice discussions, teacher observation and professional judgement we require a consistent method to record each child's individual learning journey and achievements. For children in primaries 4-7 a record of their individual learning journey using a digital profile which can be accessed by the child,	By June 2025, a e-profile system will be in use by learners in P4-7. Children will use an agreed set of questions to help them review and reflect on their learning at 3 agreed points in the school session. By Dec 2024, children in P4-7 will have identified personal targets/goals in maths work. They will have used the guidance notes (generated by the Profile Design & Implementation working party) to add samples of work to their profile and used the agreed	Pre and post surveys completed by staff and pupils will demonstrate increased engagement with and confidence in using digital profiles to track individual learning and achievements for children in primaries 4 – 7. SLT will review the progress of the implementation of the e-profiles through sampling – Nov, Mar and May. Learning conversations and observations by CTs and SLT will be gathered and inform the review process. Children will be able to review their learning using the agreed format - 6 questions	By June 2025, almost all children will demonstrate increased engagement, knowledge and skill in digital literacy and computer science having used IT to build their e-profile in year 1 of implementation. Working party will meet regularly (every 4 wks) to plan and review the implementation of e-profile and devise the guidance for staff and pupils for implementation.

(PEF) denotes interventions/activities funded through Pupil Equity Funding

teachers and parents, will be developed.	questions to reflect on their learning in their chosen samples. By April 2025, some children (P6&7) will extend their e-profile to include learning in literacy and some wider achievements. By June 2025, almost all children will demonstrate increased engagement, knowledge and skill in digital literacy and computer science having set up their e-profile and added to it throughout the session about maths progress.		By Oct '24 SLT will have used Assembly time with P4-7 to teach the skills of e-profile. Time will be taken to show examples and demonstrate the skills required to create slides, add background, import photos etc. At an Assembly once a month throughout session 2024/25, SLT will continue to promote the benefits and skills for building an e-profile throughout the session – providing opportunity for individuals to share how their profile is building in the hope that they can inspire others. Train the Digital Leaders to be able to support the younger children (P4&5) in the skills needed to build their e-profiles.

(PEF) denotes interventions/activities funded through Pupil Equity Funding