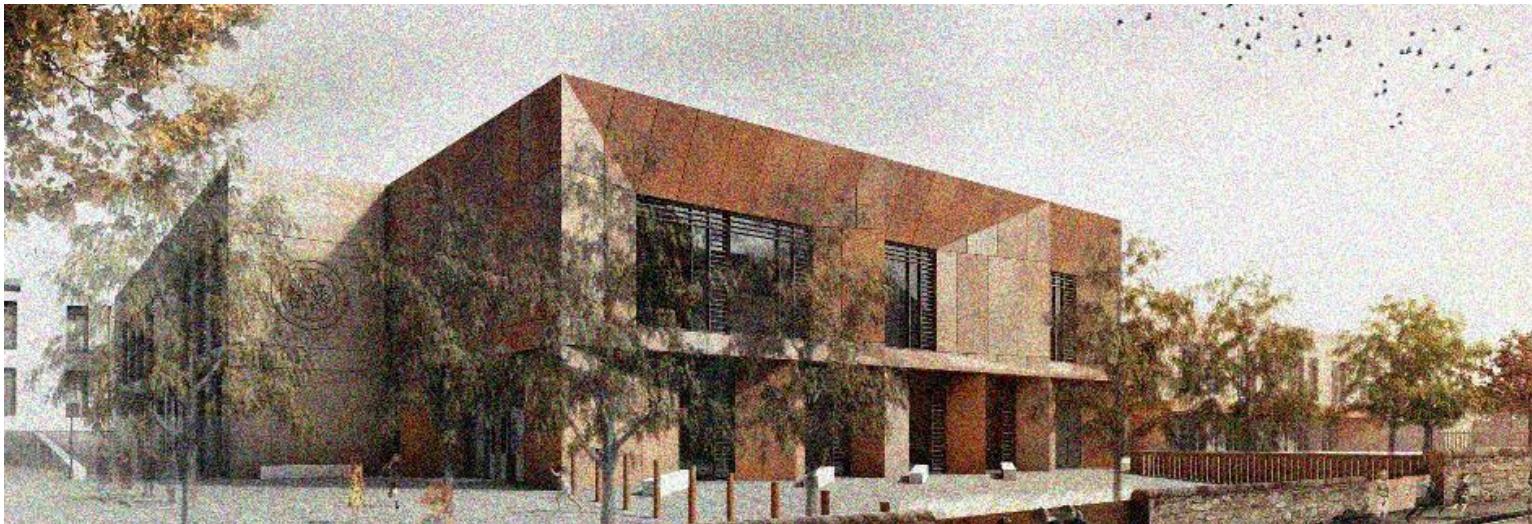


Canaan Lane Early Learning & Childcare



Improvement Plan Session 2024/25



| School/Establishment | Head Teacher | Link QIEO |
|----------------------------|----------------|-------------|
| Canaan Lane Primary School | Karen Richmond | Lisa Barnes |

Shared Vision, Values and Aims

Our mission statement, vision and vision principles for Canaan Lane Primary School were developed over session 2022-23 in collaboration with our learners, staff and parents. This session 2023-24, we are continuing to use these to build on our foundations for learning as our school grows and develops.

| Our Mission | Our Vision | Our Core Values | Our Motto |
|--|---|---|---|
| Nurture lifelong learners who are confident and ready to embrace the opportunities and challenges of the outside world | <p># Igniting a passion for learning # # Creating the conditions to flourish # # Growing together with the community #</p> <p>We aspire to be a happy, fair and safe place where everyone feels that they belong and that they matter. A place where we can be ourselves; find our passions; and help others to do so too.</p> | <ul style="list-style-type: none"> ● Compassion ● Curiosity ● Collaboration ● Community | <p>“Be all that you can be”</p> <p>Be kind Be curious Be involved Be you</p> |

Vision Principles

Canaan Lane Primary School has three vision principles that are the foundations for our strategic purpose and aspirations for the future. We are committed to:

Igniting a passion for learning

All members of Canaan Lane Primary School are focused on developing learning capacity so they will know, understand, and challenge themselves as learners. We will deliver an inspiring curriculum which will empower learners to discover and build on their interests; share ideas; and be motivated to lead and shape their own learning.

Creating the conditions to flourish

All members of Canaan Lane Primary School will work together to ensure wellbeing is at the heart of our school. We are committed to creating a happy and inclusive learning environment where we will support each other to flourish through embracing our differences and celebrating our individuality.

Growing together with the community

All members of Canaan Lane Primary School are committed to developing relationships based on mutual trust and support. We will strive to be at the heart of the community and develop collaborative skills to enable effective contributions to our local community and the wider world.

Our Aims (the principles in practice)

To achieve this, we will:

- **provide an inspiring and challenging curriculum that reflects our community and meets the needs of every child**
- develop a culture of learning through play and enquiry, where learning is joyful, meaningful, socially interactive, actively engaging and iterative
- **empower learners to lead their own learning; believe in their own ability; take risks; and challenge themselves to be better**
- create an inclusive, caring and equitable environment in which children feel happy, safe, valued and respected
- **place pupil voice and participation at the heart of learning and school life**
- provide a variety of social, emotional, cultural and spiritual learning opportunities to ensure each child becomes a responsible and ethically informed citizen
- **develop an emotional intelligent community with self-awareness, professionalism, self-motivation, respect and empathy at the core**
- build collaborative and sustainable learning communities and networks which foster a sense of belonging to the school and the wider community
- **celebrate wider achievements and instil a sense of pride in children and our community**

Our Curriculum Rationale (add visual when complete)



Canaan Lane Primary School & ELC

Three Year Improvement Overview: 2024-2027

| NATIONAL IMPROVEMENT FRAMEWORK KEY PRIORITIES | CITY OF EDINBURGH COUNCIL KEY IMPERATIVES | In order to achieve this by June 2027, #TeamCanaanLane aims to... |
|---|---|--|
| NIF 1: Placing the human rights and needs of every child and young person at the centre of education | People and Progress <ul style="list-style-type: none">Our people are our best asset, and we will train, support and where appropriate challenge, to deliver the service all learners need to thrive.We will encourage healthy working habits and develop the physical, social and emotional health and wellbeing of all learners, viewing learning for life as everyone's entitlement.We will strive for quality in all we do and equip our lead learners with the tools to track and monitor progress. | <ul style="list-style-type: none">have developed a progressive curriculum which will equip our children with the knowledge, skills, values and attributes that are required for the 21st century. |
| NIF 2: Improvement in children and young people's health and wellbeing | Inclusion <ul style="list-style-type: none">Our learners are all entitled to flourish and attend their local school, where their needs will be met by skilled and caring staff. GIRFEC principles will be further strengthened, and inclusive practice firmly embedded in teaching and learning. The learning estate will be enhanced. Safeguarding approaches and the management of information for our most vulnerable learners will be streamlined. We will take more action to prevent and respond the behaviours of concern, including working with parents and carers, and listening more carefully to the voices of young people. | <ul style="list-style-type: none">take a coherent approach to supporting wellbeing through our policies and practices in positive relationships, rights, equality and diversity. |
| NIF 3: Closing the attainment gap between the most and least disadvantaged children | Curriculum <ul style="list-style-type: none">Our learners are all entitled to flourish and stay on at school, enjoying and succeeding in a curriculum that meets their needs. Critical thinking, creativity and ethics will become key aspects of the curriculum as the impacts of AI are increasingly incorporated into our daily lives. | <ul style="list-style-type: none">embed playful approaches to learning across the school from ELC to P7, ensuring learners experience learning that is joyful, meaningful, actively engaging, iterative and socially interactiveutilise the outdoors – both our playground and the local community – as a space to learn, both through and about the outdoors |
| NIF 4: Improvement in skills and sustained, positive school-leaver destinations for all young people | | |
| NIF 5: Improvement in attainment, particularly in literacy and numeracy | | |

Through these actions we will work together as #TeamCanaanLane to continuously reflect on **why** we learn, **what** we learn, **how** we learn, **when** we learn and **where** we learn



Canaan Lane Early Learning & Childcare

Three Year School Plan for Improvement

| Quality Indicator | 2024-2025 | 2025-2026 | 2026-2027 |
|-----------------------|--|--|--|
| 1.3 | We will focus relentlessly on improving standards and the quality of learning and teaching, through continuously reflecting on <u>why</u> we learn, <u>what</u> we learn, <u>how</u> we learn and <u>where</u> we learn. We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. | | |
| 2.3 | How I learn We will develop consistency in our #TeamCanaanLane pedagogy, with a particular focus on high-quality observations and skilled interactions. | How I learn We will continue to develop consistency in our #TeamCanaanLane pedagogy, with a particular focus on effective use of questioning to extend thinking and learning. | How I learn We will continue to develop consistency in our #TeamCanaanLane pedagogy, with a particular focus on high-quality feedback to widen skills and consolidate their learning through play. |
| 3.1 | What I learn We will launch our 'Curriculum Bookshelves' initiative, designed to inspire learners through a diverse selection of books linked to wellbeing and children's rights. | What I learn We will continue to grow our 'Curriculum Bookshelves', ensuring that the range of texts meets the needs, entitlements and inclusion of the whole school community. | What I learn We will ensure our 'Curriculum Bookshelves' provide progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. |
| 3.2 | Sharing my learning We will develop our approaches to profiling and reporting across early level, with a particular focus on careful observations and effective assessment in literacy and numeracy to evidence progress over time. | Sharing my learning We will further develop our approaches to profiling and reporting across early level, with a particular focus on how their wider achievements are recognised and enhanced through their profile. | Sharing my learning We will continue to develop our approaches to profiling and reporting across early level, to support learners (and their families) to better understand their strengths, areas for development and next steps. |
| Additional QIs | | | |
| 2.2 | What I learn We will develop intended learning pathways for literacy and numeracy, with a particular focus on supporting the development of communication and literacy | What I learn We will develop our intended learning pathways for the teaching of oracy; and science and technology progression. | What I learn We will develop our intended learning pathways for RME progression; and expressive arts. |
| 3.3 | How I learn We will continue to develop our Canaan Lane Quests, embedding Learning for Sustainability throughout and opportunities for learners to apply their creativity and digital skills. | How I learn We will further develop our Canaan Lane Quests, opportunities for learners to apply their creativity and digital skills in a range of familiar and unfamiliar contexts. | How I learn We continue to grow our Canaan Lane Quests, ensuring learners benefit from partnerships with education, employers, creative industries and cultural sectors. |



Canaan Lane Early Learning & Childcare Improvement Plan: 2024/2025

Each year as a school, we develop a ELC Improvement Plan (SIP) which details how we aim to improve learning for our youngest learners in Canaan Lane. Our 2024/2025 improvement plan sits as part of our 2024-2027 three-year improvement overview.

| #WHAT I LEARN | #HOW I LEARN | #SHARING MY LEARNING |
|---|--|---|
| WHAT we are learning and WHEN we learn it | HOW we learn and WHY we learn in that way | WHAT we've learned and WHERE we can improve |
| IMPROVEMENT PRIORITY 1: #WHAT I LEARN |  UNCRC Article 29 I have the right to an education which develops my personality, respect for others' rights and the | We will continue to develop how we plan for learning across the four contexts, both responsively and intentionally. We will focus on the development of our intended learning in communication and literacy; the development of Learning for Sustainability through our 'Canaan Lane Quests'; and launch our 'Curriculum Bookshelves' which aim to be inclusive and value the life experiences, cultural heritage and languages of our learners. These actions will ensure that the learning experiences we provide, and the interactions that we offer, are rich opportunities for learners to build knowledge of their skills, in contexts that are exciting and meaningful for them. |
| IMPROVEMENT PRIORITY 2: #HOW I LEARN |  UNCRC Article 12 I have the right play and relax | We will further develop our understanding of how children learn best. We will progress our vision for learning through play and inquiry, within #TeamCanaanLane and with colleagues across the Learning Community. We will create of a framework for play & learning which represents the experiences, spaces and interactions we offer. We will continue to develop consistency in our responsive planning, with a particular focus on skill development. We will work in partnership with our Learning Community to provide authentic opportunities for 'participation' within the life of the school and community. |
| IMPROVEMENT PRIORITY 3: #SHARING MY LEARNING |  UNCRC Article 6 I should be supported to live and grow | We will develop our approaches for how we share learning using learners' profiles. We will focus on identifying skills in numeracy to provide a focus for our observations, and as a way to demonstrate progress over time. We will increase consistency in our approaches to high-quality observations; and focus on careful observation, and effective assessment of the observation, to enable progress and achievement to be recognised and enhanced. We will focus on the different ways we document learning to evidence progress and how we share this learning with others. |

Through these actions we will work together as #TeamCanaanLane to continuously reflect on **why** we learn, **what** we learn, **how** we learn, **when** we learn and **where** we learn

Improvement Priority 1

| | |
|--|---|
| # WHAT I LEARN | To continue to develop how we plan for learning across the four contexts, both responsively and intentionally. We will focus on the development of our intended learning in communication and literacy; the development of Learning for Sustainability through our 'Canaan Lane Quests'; and launch our 'Curriculum Bookshelves' which aim to be inclusive and value the life experiences, cultural heritage and languages of our learners. These actions will ensure that the learning experiences we provide, and the interactions that we offer, are rich opportunities for learners to build knowledge of their skills, in contexts that are exciting and meaningful for them. |
| Person(s) Responsible | Overall Lead: Headteacher/SEYOs Sustainability Lead: Principal Teacher Curriculum Lead: ELC Literacy Co-ordinator |
| Next Steps from Standard and Quality Report | Through our ongoing self-evaluation as a school community, we have identified the need to: <ul style="list-style-type: none"> address a pattern of need in communication and literacy highlighted in the DLMO data gathered across our groups. increase staff knowledge and confidence in knowing how to support those learners not on track for communication and literacy. have greater consistency in vocabulary to support increased progress over time for EAL learners. develop our equalities practices further using our new 'Curriculum Bookshelves', including key themes that are linked to the UNCRC. continue to embed children's rights across all aspects of our work as we develop our practice; gather evidence for the Rights Respecting Schools Gold Award (led by one of our Ambassador Groups) continue to foster strong partnerships with external organisations and community partners, exploring new opportunities to enrich the curriculum and support learners' personal achievements. continue to provide a range of varied, engaging and high-quality outdoor learning opportunities for all learners |

| HGIOS 4 QIs | NIF Priority |
|--|---|
| 1.3 Leadership for change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability Care Inspectorate Themes: 1.3; 3.1; 3.3 | <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in children's and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre of education |



UNCRC Article 29

I have the right to an education which develops my personality, respect for others' rights and the environment

| Key issue/challenge (why?) | What will solve the issue/challenge (what?) | Implementation activities (how, when and who?) | Outcomes (what does success look like?) | Measurements (how will you know?) |
|---|--|--|---|--|
| <p>PART ONE</p> <ul style="list-style-type: none"> Pattern of need – concerns about a few learners off track with communication and literacy, highlighted in the DLMO data gathered at Tracking & Monitoring meetings. Lack of confidence – practitioner's knowledge and confidence in knowing how to support those learners not on track for communication and literacy. Increased support for learners - 33% of ELC learners are EAL and across the school 14 languages are represented. Missed opportunities across the learning environment - opportunities to develop literacy and communication skills further. Inconsistency - observations in communication and literacy are not always demonstrating progress over time. New school - development of a library and the need for quality books, resources and furniture is required. | <p>Staff professional learning to raise attainment in literacy:</p> <ul style="list-style-type: none"> a variety of CLPL to develop knowledge and confidence in planning and delivering high-quality literacy experiences. focus on the use of everyday conversations, play and daily routines to promote the communication and social development of all children, including those with language delays and those who are second language learners. collaboration with the EAL service and support services use of 'experience and spaces' evaluation tool on TEAMS <p>Leadership of developing a high-quality literacy strategy, which includes:</p> <ul style="list-style-type: none"> guidance for all teachers and practitioners on the teaching of evidence-based literacy pedagogies. An intentional planning format – key vocabulary identified and recorded to support consistency of interactions across the ELC team literacy interventions and strategies for identified learners which are evidence-based and data informed. suggestions for the development of a school reading culture. digital technologies to support learning. review home-learning strategies. <p>Development of our school library:</p> <ul style="list-style-type: none"> set up the school library with a wide range of new and diverse texts. develop library practice and identify a member of staff to support learners with choosing books of interest. | <p>August Inservice (HT) – introduction to CEC Communication and Literacy guidance and CEC 3-18 Literacy Pathways, including sharing new intentional progression planners to ensure developmentally appropriate learning.</p> <p>From August (all staff) – the development of medium and short-term plans with team. Update intentional planning to include vocabulary. Create prompt sheet for planning to ensure development of practice.</p> <p>Monthly CAT focus (all teachers and practitioners) – participate in a variety of literacy CLCP to develop knowledge and confidence in planning and delivering high-quality experiences, including Hanen (5 x CAT) and Sign-a-long (1 x CAT)</p> <ul style="list-style-type: none"> Develop skills in delivery of intervention strategies/small group work Identify opportunities for small practitioner enquiry projects, sharing the impact at staff meetings <p>Weekly (SLT) - EYOS lead planning to ensure discussion includes consideration of</p> <ul style="list-style-type: none"> literacy across environment planned vocabulary potential observation focuses <p>SEYOs to sample intentional/ responsive planning/ observations and feedback.</p> <p>October 2024 - Review progress across team, update plan as necessary. EYOs/SLT review DMLOs and next steps</p> <p>Tracking and monitoring (SLT) – Track learners' progress at Capturing Progress Over Time meetings. Review QA information and respond as necessary</p> <p>January 2025 - SLT lead a moderation session and update action plan in response to moderation session.</p> | <ul style="list-style-type: none"> All practitioners have the relevant knowledge, understanding, skills and values through CLPL to deliver high quality literacy experiences. All practitioners have practical ideas for supporting communication development at Early Level Practitioners refer to guidance to support developments and professional discussion. Consistent approach to planning demonstrated over time. Learners demonstrate increased vocabulary and communication skills. Observations captured demonstrate individual learning progress over time. Meaningful mark-making opportunities available across the environment. Practitioners are confident to identify children's next steps. Children's progress demonstrated through observations and DMLOs. | <ul style="list-style-type: none"> Practitioner feedback (MS Forms, professional discussion, PRD) Quality Assurance of interactions, experiences and spaces Monitoring and Quality Assurance of planning Monitoring and QA of children's Personal Plans Analysis of data from capturing and monitoring Children's progress (Including DMLO's) Practitioner reflections on impact of actions and their next steps – Jan/May Evidence from moderation session. |

| | | | | |
|--|--|--|---|--|
| <p>PART TWO</p> <ul style="list-style-type: none"> Sustainability agenda: review our Canaan Lane Quests to reflect global goals and delivery of Learning for Sustainability experiences. Lack of consistency in the delivery of key messages around wellbeing: need to provide specific guidance for each stage on the teaching of children's rights, equalities and diversity. Maintaining high-quality outdoor experiences: how to provide daily access to outdoors in all weathers. Gold Rights Respecting Award: all learners are proud of achieving Silver Rights Respecting Schools award and are keen to gain gold. Involving learners in more opportunities to learn about climate change and contribute to the life of the school and wider community will support work towards gold status. | <p>Staff professional learning in Learning for Sustainability</p> <ul style="list-style-type: none"> provide a variety of LfS CLPL to build a shared understanding and develop knowledge and confidence in planning and delivering high quality experiences. share good practice as well as learning from practice in other schools, locally and nationally. review our draft Canaan Lane Quest plans to ensure that LfS is an entitlement for all learners. Ensure that the Global Goals and UNCRC Articles are matched to planned experiences, where possible. <p>Leadership of using professional learning in practice</p> <ul style="list-style-type: none"> Bookshelf themes -develop four seasonal bookshelves for each year group, including a range of quality fiction and non-fiction texts linked to eight themes. Outdoor Learning - maximise access to the outdoors to support positive impacts on physical and mental wellbeing and shared expectations of delivery. Rights Respecting Gold Award - undertake actions outlined in RRSA School Action plan to support Gold accreditation. Work collaboratively with other schools locally who have Gold and can share and support practice. | <p>August Inservice (HT) – staff introduction to the Autumn Bookshelves, launching the initiative to the wider school community.</p> <p>From August (all staff)</p> <ul style="list-style-type: none"> undertake LfS outdoor learning CLPL and this supports planning. RRS lead undertakes RRS Gold audit Sustainability Champion will share knowledge, understanding, skills and values. staff review and update cycle 2 of the Canaan Lane Quests to reflect global goals and delivery of Learning for Sustainability experiences. <p>From January (all staff)</p> <ul style="list-style-type: none"> launch the Winter and Spring Bookshelves. review outdoor learning progress, update plan as necessary. track progress towards RRS Gold Award SCE outdoor learning, update plan as necessary. <p>May 2025</p> <ul style="list-style-type: none"> submit evidence for Gold Award | <p>Short Term</p> <ul style="list-style-type: none"> All staff will develop the relevant knowledge, understanding, skills and values through CLPL to deliver high quality learning experiences. All learners have access to high-quality, engaging and varied outdoor learning experiences, on a daily basis. <p>Long Term</p> <ul style="list-style-type: none"> Equalities and diversity work is embedded in our Curriculum Bookshelves. Learning for Sustainability is embedded in our Canaan Lane Quest curriculum. All learners have developed an understanding of how human behaviour affects climate change and of the significance of the Global Goals All learners have had the opportunity to lead learning and to support positive change. Canaan Lane achieves our Gold RRS award. | <ul style="list-style-type: none"> Curricular plans/frameworks reflect adaptions made through the year through professional discussion. Improved learner experiences in LfS evidenced through learner conversations and classroom visits. Learner participation evidenced through Ambassador Group work carried out and shared with others. Action plan evidence submitted for Gold RRS application. Learner views gained (Ambassador Groups/HT Tea Party) and shared by all stakeholders to evidence work undertaken and impact. |
|--|--|--|---|--|

Evaluation of progress

January 2025

May 2025

Improvement Priority 2

| | |
|--|--|
| # HOW I LEARN | <p>To further develop our understanding of how children learn best.</p> <p>We will progress our vision for learning through play and inquiry, within #TeamCanaanLane and with colleagues across the Learning Community. We will create of a framework for play & learning which represents the experiences, spaces and interactions we offer. We will continue to develop consistency in our responsive planning, with a particular focus on skill development. We will work in partnership with our Learning Community to provide authentic opportunities for 'participation' within the life of the school and community.</p> |
| Person(s) Responsible | <p>Overall Lead: Headteacher/SEYOs/EYOs</p> <p>Curriculum Lead: ELC Digital Lead</p> <p>Ambassador Group leads: All</p> |
| Next Steps from Standard and Quality Report | <p>Through our ongoing self-evaluation as a school community, we have identified the need to:</p> <ul style="list-style-type: none"> • continue to offer consistent high-quality experiences, spaces and interactions. • create a consistency of pedagogical approaches as the staff team increases, through the development of a framework for play & learning • enable learners to make informed choice about leading their play and learning • provide professional learning on 'in the moment planning' to support practitioners to develop responsive opportunities for learning and to ensure learning is motivating and meaningful for all learners • increase the use of effective questioning to extend learner's thinking, widen their skills and consolidate their learning • look outwards to further increase collaboration with other schools. • further develop pupil leadership roles and the vision for our Ambassador Groups; ensuring learners have authentic opportunities for 'participation' within the life of the school, developing independence, responsibility and leadership. • continue to work towards gaining the Digital Schools Award, linking with learning community colleagues to share and support practice. |

| HGIOS 4 QIs | NIF Priority |
|--|--|
| <p>1.3 Leadership for change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.3 Increasing creativity and employability</p> <p>Care Inspectorate Themes: 1.1; 1.3; 2.1; 2.2; 3.1; 3.2</p> | <p>NIF Priority</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Closing the attainment gap between the most and least disadvantaged children • Improvement in skills and sustained positive school-leaver destinations for all young people |



UNCRC Article 12

I have the right play and relax

| Key Issue/Challenge (why?) | What will solve the Issue/Challenge (what?) | Implementation Activities (how, when and who?) | Outcomes (what does success look like?) | Measurements (how will you know?) |
|---|---|---|--|--|
| <p>Practitioners</p> <ul style="list-style-type: none"> Our new ELC is still evolving – need to continue to shape a shared vision and understanding of our pedagogical approaches. Practitioner confidence: lack of sufficient knowledge on play-based pedagogies and principles of learning through play and inquiry. Consistency of pedagogical approaches: at risk as the team grows. Quality assurance - identified the need for learners to be able to talk about their skills. Analysis of Tracking of Children's Progress - shows a pattern of need in the development of self-regulation and emotional development and literacy Pupil leadership roles - need to develop more authentic opportunities for learner participation for leading improvements; being involved in self-evaluation for improvement; and enabling global citizens. Learner voice - missed opportunities across experiences, routines and environment for learners' voice/choice, views and opinions to be gathered/ captured meaningfully. Digital technology issues – hampering progress toward our Digital Schools Award | <p>Staff professional learning to further progress our planning of learning through play and inquiry, indoors and outdoors:</p> <ul style="list-style-type: none"> monthly Book Club sessions to develop knowledge and confidence in planning and delivering high-quality experiences and interactions, e.g. 'Planning in the Moment' by Anna Ephgrave; 'Slow Knowledge and the Unhurried Child' by Alison Clarke introduce reflection logs for staff and the option for staff to suggest ideas for practitioner enquiry projects both within the school community and across the learning community. opportunities for staff to observe practice across the school, learning community and wider afield. <p>Leadership of improving consistency in each of the ingredients of #TeamCanaanLane approaches:</p> <ul style="list-style-type: none"> focus on the development of a variety of skills that create adaptive learners and promote success. collaborative development of Canaan Lane's "Learning through Play and Inquiry" framework. use this new framework to support shared classroom experiences and monitoring. with the help of an artist, create a visual poster to describe our approaches. map out our digital progression across the curriculum and how this supports our play and inquiry vision. <p>Further progress the development of our Ambassador Groups:</p> <ul style="list-style-type: none"> review progress with pupil leadership groups and consider the addition of a new group. review and update Ambassador Group action plans for each group for 2024-25 staff in each group to create meaningful participation opportunities across the school, e.g. involvement in deciding snack choices | <p>August Inservice (HT) – introduction to our new Play & Inquiry Guidance and provide a summary of progress in session 2023-24.</p> <p>Monthly CAT focus (all teachers and practitioners) – participate in a variety of CLCP (including a monthly Book Club) to develop knowledge and confidence in planning and delivering high-quality experiences. Professor Kate Walls input on high-impact Practitioner Enquiry processes (Oct Inservice).</p> <p>identify opportunities for small practitioner enquiry projects e.g. interactions, experiences and spaces focus, observation focus and links to responsive planning.</p> <p>evaluate practitioner enquiry projects each month - practitioners share feedback on projects and evidence of improvements. Staff will bring examples of responsive planning and observations to the meeting.</p> <p>add our findings to our new framework – the development of the Canaan Lane 'Learning through Play & Inquiry' framework.</p> <p>Weekly (SLT) – joint planning sessions to support discussions around pedagogical approaches, planning for learning and teaching and development of skills, including sampling intentional/responsive planning and observations.</p> <p>Shared classroom experiences (SLT) – provide cover in Term 1 to allow staff to observe practice of the Child-Led/Adult-Initiated role within school and in other settings. In Term 2 lead a moderation session and update action plan in response to moderation session</p> | <p>Short Term</p> <ul style="list-style-type: none"> All learners experience high-quality experiences, spaces and interactions. Practitioners have improved knowledge, understanding and skill of research informed practices. All practitioners have an improved understanding of the principles of learning through play and inquiry. Leuven wellbeing and involvement scores are consistently higher. Observations are non-judgemental and demonstrate an understanding of children's learning and development. Children demonstrate growing confidence and skills in participation e.g. leadership and responsibilities. Quality of responsive and intentional planning Flexible routines Evidence of children leading their learning. Children's progress demonstrated through observations, DMLO's, Personal Plans, GIRFEC plans. <p>Long Term</p> <ul style="list-style-type: none"> Our curriculum will be delivered through a balanced approach of teacher-led direct instruction and child-led play and inquiry – a balance appropriate to learner's stage of development. Digital Technologies approaches are embedded in our curriculum. Pupil leadership groups are having a huge impact on school improvement priorities. | <ul style="list-style-type: none"> Staff reflections and survey responses Curricular plans/frameworks will reflect changes/adaptions made throughout the year through professional discussion. Improved learner experiences evidenced through learner conversations and room visits. Learner participation evidenced through work carried out and shared with others. Staff participation in training Learner views obtained during HT Tea Party and SCE |

Evaluation of progress

January 2025

May 2025

Improvement Priority 3

| | |
|--|---|
| # SHARING MY LEARNING | <p>To further develop our approaches for how we share learning using learners' profiles.</p> <p>We will focus on identifying skills in numeracy to provide a focus for our observations, and as a way to demonstrate progress over time. We will increase consistency in our approaches to high-quality observations; and focus on careful observation, and effective assessment of the observation, to enable progress and achievement to be recognised and enhanced. We will focus on the different ways we document learning to evidence progress and how we share this learning with others.</p> |
| Person(s) Responsible | <p>Overall Lead: Headteacher/SEYOs</p> <p>Curriculum Lead: EYOs and Numeracy Co-ordinator</p> |
| Next Steps from Standard and Quality Report | <p>Through our ongoing self-evaluation as a school community, we have identified the need to:</p> <ul style="list-style-type: none"> • build staff confidence about their knowledge of what children's progression in mathematics and numeracy looks like. • ensure observations show progression in children's learning in mathematics and numeracy. • plan interactions, experiences and spaces that are rich in opportunities to support children to develop their maths and numeracy skills. • observe learners closely during 'child led' experiences to inform appropriate, well-timed interventions and future learning. • further develop approaches to continuous profiling and reporting, including more frequent play observations to capture learner progress across the curriculum. • explore approaches to documenting the learning journey and learners' thinking and learning. Gathering and analysing information about what children know, can do and understand will support part of the ongoing cycle that includes planning, documenting and evaluating children's learning. • further tracking and monitoring of key groups, with specific targets for individuals. • continue to work with colleagues across the Boroughmuir Learning Community to engage in moderation activities to support coherent judgements of a level. |

| HGIOS 4 QIs | NIF Priority |
|--|--|
| <p>1.3 Leadership for change</p> <p>2.3 Learning, teaching and assessment</p> <p>2.7 Partnerships</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Care Inspectorate Themes: 1.3; 1.4; 3.1; 4.1</p> | <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children • Improvement in skills and sustained positive school-leaver destinations for all young people |



UNCRC Article 6

I should be supported to live and grow

| Key Issue/Challenge (why?) | What will solve the Issue/Challenge (what?) | Implementation Activities (how, when and who?) | Outcomes (what does success look like?) | Measurements (how will you know?) |
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| <p>Practitioners</p> <ul style="list-style-type: none"> Practitioner confidence: analysis of the tracking and monitoring data and of learner observations show that practitioners are less confident about what learners' progression in maths and numeracy looks like. Inconsistency: observations do not always show progression in children's learning in mathematics and numeracy Curriculum knowledge - interactions, experiences and spaces are not always rich in opportunities to support children to develop their maths and numeracy skills. Learning journal profiles: tracking and monitoring showed most profiles had gaps in observations and curriculum understanding. Learner voice: learners' voices are often missed out when sharing learning through their profiles. Documenting learning: shared classroom visits highlighted that there is often valuable learning being missed or unobserved by staff. Engagement of parents with Learning Journals: increases noted as a result of quality observations. | <p>Staff professional learning to further develop our approaches to profiling, including:</p> <ul style="list-style-type: none"> new CEC Maths and Numeracy guidance observation and planning guidance, focus of different observations and what they demonstrate about children's learning over time. planning systems and processes guidance, including importance of intentional planning. experiences and spaces evaluation tools <p>Leadership of using professional learning in practice:</p> <ul style="list-style-type: none"> what will this look like in terms of interactions, experiences and spaces? how will this link to responsive and intentional planning? how will staff roles be adapted to ensure all staff have protected time for play observations that feed into responsive planning? what are the adjustments to our practices and processes that will ensure high-quality observations demonstrate progress over time? what are developmentally appropriate next steps and how do these link to responsive and intentional planning? how can we support families with progress towards next steps, including more streamlined newsletter info and workshops how will we involve learners more in documenting their own learning and evidencing their progress? how will our interactions, experiences and spaces be adapted to support differentiation and progression? What does challenge look like? <p>Quality assurance, monitoring and self-evaluation activities and processes to ensure evidence is gathered relating quality:</p> <ul style="list-style-type: none"> build confidence in reaching a judgement about how well teams are capturing information about children. develop understanding of how | <p>August Inservice (HT) – introduction to the Maths and Numeracy Guidance and new resources, including overview of intentional planning and reviewed cycle of planning for Focus Child observations.</p> <p>From August (EYOs and EYPs) - take responsibility for setting up continuous provision – using new guidance to reflect on how to improve the experiences and spaces to include more opportunities for quality maths and numeracy experiences across outdoors and indoors.</p> <p>Monthly CAT focus (SLT) – focus on one section of the guidance at a time. Building towards the development of a progression planner for numeracy and maths.</p> <p>➤ with actions agreed for the next month - e.g. interactions focus, experiences and spaces focus, observation focus and link to intentional planning.</p> <p>➤ evaluate these actions the next month - staff responsible for evaluation and improvement of identified experiences and spaces using guidance to support. – staff will bring evidence of improvements in experiences and spaces (what the children are learning in these spaces – see responsive planning and observations) to the meeting.</p> <p>Weekly (SLT) - lead planning including consideration of:</p> <ul style="list-style-type: none"> maths and numeracy across the environment observation focus using guidance to support responding to children (responsive planning) <p>Tracking and Monitoring Progress Meetings Sept, Oct, Feb and May (SEYOs/EYOs) – monitor planning monthly – ensure focus on planning for children's skills development using interactions,</p> | <ul style="list-style-type: none"> Practitioners are knowledgeable about the progression of children's learning in mathematics and numeracy Experiences and spaces across outdoors and indoors give children opportunities for maths and numeracy learning. Responsive and intentional planning supports children's progression through careful consideration of interactions, experiences and spaces. Practitioners are confident to identify children's next steps and know how to support them to achieve these Learners are making very good progress in their maths and numeracy learning and development. All practitioners are developing confidence in their professional judgement relating to the DMO's and children's progress. Practitioners refer to relevant guidance and theory to support participation, rights-based approaches and professional discussion. There is an aspirational ethos and enabling environment. Children demonstrate growing confidence and skills in participation e.g. leadership and responsibilities. Observations capture individual learners and group views and opinions. Meaningful participation opportunities available across the environment e.g. snack choices/preparation Practitioners can identify and articulate impact of 'listening' and | <ul style="list-style-type: none"> MS form – identifying learning after each professional learning session. All teachers and practitioners identifying observations of children's learning enabled by their actions – reflection following changes to experiences and spaces. Reflections as part of planning focusing on interaction strategies. Quality Assurance of interactions, experiences and spaces. Monitoring and Quality Assurance of planning and Personal Plans Analysis of data from tracking and monitoring meetings Practitioner reflections on impact of actions and their next steps – Jan/May Evidence from moderation session. Parent/carer questionnaire feedback on impact of new initiative |

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| | <p>observations, planning processes and milestone assessments are connected.</p> <ul style="list-style-type: none"> ➢ link tracking and monitoring processes to planning, actions for staff professional learning etc. ➢ build confidence in analysing our tracking and monitoring information – what information does this give us about their cohort – individuals/groups? How does this inform our universal and targeted support strategies and the curriculum that is relevant and meaningful to our cohort? | <p>experiences and spaces</p> <p>Shared classroom experiences (all staff) - initially Sept and Nov (identify more confident staff to mentor less confident). Then in January HT leads moderation of maths and numeracy observations. Update action plan following this session.</p> <p>Moderation activities (teaching team) – January and March with learning community colleagues</p> | <p>an enabling environment on children's confidence and skills.</p> | |
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Evaluation of progress

January 2025

May 2025