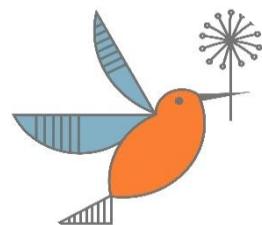


Canaan Lane Primary School



Improvement Plan Session 2024/25



School/Establishment	Head Teacher	Link QIEO
Canaan Lane Primary School	Karen Richmond	Rosie McColl

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 2024-25, 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
<p>Our Mission Nurture lifelong learners who are confident and ready to embrace the opportunities and challenges of the outside world</p>	<p>Our Vision 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> <p># Igniting a passion for learning # # Creating the conditions to flourish # # Growing together with the community #</p>	<p>Our Core Values</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

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		
NIF 2: Improvement in children and young people's health and wellbeing	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 3: Closing the attainment gap between the most and least disadvantaged children	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 4: Improvement in skills and sustained, positive school-leaver destinations for all young people	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 interactive
NIF 5: Improvement in attainment, particularly in literacy and numeracy		<ul style="list-style-type: none">utilise the outdoors – both our playground and the local community – as a space to learn, both through and about the outdoorscreate an approach to profiling that enables learners to talk with their families about who they are as a learner, where they are in their learning, and where they need to go next.

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 Primary School

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 pedagogy and each of the ingredients of #TeamCanaanLane lessons, with a particular focus on highly quality observations and skilled interactions.	How I learn We will further develop consistency in our pedagogy and each of the ingredients of #TeamCanaanLane lessons, 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 pedagogy and each of the ingredients of #TeamCanaanLane lessons, with a particular focus on high-quality feedback to widen skills and consolidate their learning through play & inquiry.
3.1	What I learn We will launch our 'Curriculum Bookshelves' initiative, designed to inspire pupils 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 <u>early</u> and <u>first</u> level, with a particular focus on how learners document their learning through their profile.	Sharing my learning We will further develop our approaches to profiling and reporting across <u>first</u> level, with a particular focus on how learners capture their wider achievements through their profile.	Sharing my learning We will continue to develop our approaches to profiling and reporting across <u>second</u> level, to support learners (and their families) to better understand their strengths, areas for development and next steps.
Additional QIs	What I learn We will develop learning pathways for reading comprehension skills; a structured writing programme; and numeracy progression.	What I learn We will develop our learning pathways for the teaching of oracy; and science and technology progression.	What I learn We will develop our curriculum pathways for RME and expressive arts.
2.2	How I learn We will continue to develop our Canaan Lane Quests, embedding Learning for Sustainability throughout and opportunities for learners to apply their meta-skills 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.
3.3			



Canaan Lane Primary School

School Improvement Plan: 2024/2025

Each year as a school, we develop a School Improvement Plan (SIP) which details how we aim to improve learning for all 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 environment	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 literacy (reading) and numeracy; the development of Learning for Sustainability through our 'Canaan Lane Quests'; and launch our new library and 'Curriculum Bookshelves' which aim to be inclusive and value the life experiences, cultural heritage and languages of our learners. This 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 a Teaching and Learning Toolkit for 'Learning through Play & Inquiry' 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 further develop our approaches to reporting and profiling and how we share learning. 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 how careful observation, and effective assessment of the observation, can 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	<p>To continue to develop how we plan for learning across the four contexts, both responsively and intentionally.</p> <p>We will focus on the development of our intended learning in literacy (reading) and numeracy; the development of Learning for Sustainability through our 'Canaan Lane Quests'; and launch our new library and 'Curriculum Bookshelves' which aim to be inclusive and value the life experiences, cultural heritage and languages of our learners. This 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.</p>
Person(s) Responsible	<p>Overall Lead: Headteacher</p> <p>Sustainability Lead: Principal Teacher</p> <p>Curriculum Lead: Literacy 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"> • continue to raise attainment in literacy, through the development of progression pathways in reading comprehension strategies and through promoting a culture of reading. • improve writing attainment for those learners not on track for achieving literacy at first level • develop our equalities practices further using our new 'Curriculum Bookshelves', including key themes that are linked to the UNCRC and the use of a diverse selection of books. • 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
<p>1.3 Leadership for change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.3 Increasing creativity and employability</p> <p>HGIOURS Themes: Our school and community</p>	<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?)
Teachers <ul style="list-style-type: none"> New school: still developing our core programmes and progression pathways. Subject knowledge: new, inexperienced staff lack sufficient knowledge of the processes involved in the teaching of spelling, reading and writing. Lack of consistency in L&T approaches: pathways required for reading comprehension skills and for writing programme. Learners <ul style="list-style-type: none"> New P1 cohort has a few learners with communication difficulties and ability to express themselves. 23% of learners are EAL and across the school 14 languages are represented. A few P2 learners are at risk of not achieving first level reading and writing. Data of these pupils shows need to focus on enhanced practice in the teaching of phonics and sight recognition of familiar words. Many first level learners have limited engagement with reading beyond the classroom. School <ul style="list-style-type: none"> New school: development of a school library The need for quality books, resources and furniture 	<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. ➤ study progressive reading comprehension skills taught in schools. ➤ research evidence-based structured writing programmes. <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. ➤ a progression for reading comprehension skills - explicitly teaching and identifying the six comprehension strategies matched to appropriate texts – prediction, questioning, clarifying, summarising, inference and activating prior knowledge. ➤ an evidence-based writing programme which focuses on high quality pedagogy. ➤ daily teaching of our phonics/spelling programme for P1-3. ➤ 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 and reading age. 	<p>August Inservice (HT) – introduction to CEC Literacy Strategy 2024, CEC 3-18 Literacy Pathways and new Early Level Literacy guidance, including sharing new intentional progression planners to ensure developmentally appropriate learning.</p> <p>From August (all staff) – the development of core reading and writing programmes and progression pathways. Identify medium and short-term plan for reading and writing for each stage.</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), Sign-a-long (1 x CAT) and Super Six Reading strategies (1 x CAT), P1/2 Literacy Rich training (new staff)</p> <p>➤ Identify opportunities for small practitioner enquiry projects - to support development of the Canaan Lane Literacy Strategy</p> <p>Weekly (SLT) - joint planning sessions with staff team to support discussions, including consideration of:</p> <ul style="list-style-type: none"> - reading and writing progressions - planned skills and vocabulary - potential observation focuses - sample intentional/responsive planning and observations <p>Tracking and monitoring (SLT) – Track learners' progress at attainment meetings.</p> <p>Shared classroom experiences (SLT) – provide cover in Term 1 to allow staff to team teach and 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 staff have the relevant knowledge, understanding, skills and values through CLPL to deliver high quality literacy experiences. • All staff have practical ideas for supporting communication development at Early Level • ACEL predictions at First Level shows an increase of 5% in reading and writing. • All staff use and apply the six strategies for reading comprehension. • All staff have more confidence in delivering literacy experiences through working collaboratively and sharing practices. • Support staff feel confident in carrying out intervention programmes and hot listing. • Daily reading habits are seen • Learners' surveys show an increase in enjoyment in reading. <p>Final Outcomes</p> <ul style="list-style-type: none"> • All pupils making progress in reading and writing. • Increased pupil engagement and confidence in reading. • Achievement of First Level reading by end of P4 is at least 90%. • Achieve the Reading School Award and have created Canaan Lane's reading culture overview. • Implementation of high-quality literacy strategy 	<ul style="list-style-type: none"> • Tracking data from last session (benchmark), ongoing tracking data throughout session • Attainment meetings with class teachers • Shared classroom experiences • Progress meetings with SfL and PSAs involved. • Completion of NSAs for P1 and SWRT for P2/3 • Feedback from SCE • Staff reflections and surveys

<p>Teachers</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 for P3. <p>Learners</p> <ul style="list-style-type: none"> 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 at all stages. 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 first level 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 for ELC to P3, 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 for P3. 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 for ELC to P3 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.
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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 a Teaching and Learning Toolkit for 'Learning through Play & Inquiry' 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</p> <p>Digital Lead: Principal Teacher</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"> • develop our pedagogy and practices at Primary 3 • continue to monitor and gauge successful outcomes for learners; ensure we continue to offer consistent high-quality learning and teaching; and continue to look outwards to further increase collaboration with other schools. • create a consistency of pedagogical approaches as the staff team increases, through the continuing development of our Learning, Teaching and Assessment strategies and policy. • continue to use the Teachers' Charter to enhance teacher performance, with a focus on "skills", including digital skills • 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. • provide professional learning on 'in the moment planning' to ensure learning is motivating and meaningful; and continue to observe learners closely during 'child led' experiences to inform appropriate, well-timed interventions and future learning. • 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>HGIOURS Theme: Our learning and teaching</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?)
Teachers <ul style="list-style-type: none"> New school: still evolving our pedagogical approaches at P1/2 and the need to develop new approaches at P3. Staff confidence: new, inexperienced staff lack sufficient knowledge of play-based pedagogies and principles of learning through play and inquiry. Consistency of pedagogical approaches: at risk as the team grows. Staff confidence: staff now spend 50% of their time in child led/adult-initiated play and are less confident in this role. Development of meta-skills: SCE's identified the need for further focus on the development of "skills" New Primary 3 stage: need to continue to ensure access to high-quality daily outdoor learning. Learners <ul style="list-style-type: none"> Further (genuine) 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. 	<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 literacy experiences, using key texts – '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 and across the learning community. opportunities for staff to participate in team teaching and to observe practice across school, learning community and wider afield. self-led Digital CLPL and practitioner enquiry quality assurance shared classroom experiences <p>Leadership of improving consistency in each of the ingredients of a #TeamCanaanLane lesson:</p> <ul style="list-style-type: none"> focus on the development of meta-skills/ higher order skills that create adaptive learners and promote success. use Simon Breakspeare's 'Teaching Sprint' model to improve practice. develop Canaan Lane's "Learning through Play and Inquiry" framework. use this new learning and teaching framework to support shared classroom experiences. 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 support 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. introduce Ambassador Group elections at 	<p>August Inservice (HT) – introduction to new Play & Inquiry Guidance and new learning and teaching resources and planning tools.</p> <p>From August (all staff) - 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 play and inquiry across outdoors and indoors. First Level team to develop a vision for pedagogical approaches across P2-P3, both inside and outside.</p> <p>Monthly CAT focus (all teachers and practitioners) –participate in a variety of CLCP (including a monthly Book Club) and self-led digital sessions 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 - staff 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 though Play & Inquiry' framework.</p> <p>Termly CAT focus (all staff) – review Ambassador group progress and identify action plan for 2024-25.</p> <p>Weekly (SLT) – joint planning sessions to</p>	<p>Short Term</p> <ul style="list-style-type: none"> All learners experience high-quality learning and teaching – a #TeamCanaanLane lesson. All staff and practitioners have improved their knowledge, understanding and skill of research informed teaching practices. All staff have a sound understanding of the principles of learning through play and inquiry. All staff demonstrate increasing confidence with digital skills Learners demonstrate growing confidence and skills in participation e.g. leadership and responsibilities. Evidence highlights the quality of responsive and intentional planning Flexible routines Evidence of children leading their learning. <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 fully 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/adoptions 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

School <ul style="list-style-type: none"> Digital technology issues – hampering progress toward our Digital Schools Award 	the start of term for first level learners and allocate new P1 learners to a group <ul style="list-style-type: none"> review and update action plans for each ambassador group for 2024-25 staff in each group to create meaningful participation opportunities across the school, e.g. involvement in deciding snack choices. liaise with learners from the local school and develop joint projects. e.g. RRS Respecters, Digital Drivers and Books & Belonging 	support discussions around pedagogical approaches, planning for learning and teaching and development of skills, including sampling intentional/ responsive planning and observations. <p>Shared classroom experiences (SLT) – provide cover in Term 1 to allow staff to team teach and 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>Moderation activities (teaching team) – January and March with learning community colleagues</p>		
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Evaluation of progress

January 2025

May 2025

Improvement Priority 3

# SHARING MY LEARNING	<p>To further develop our approaches to reporting and profiling and how we share learning.</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 how careful observation, and effective assessment of the observation, can 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</p> <p>SfL/Digital Lead: Principal Teacher</p> <p>Curriculum Lead: 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"> • further develop approaches to continuous profiling and reporting, including more frequent play observations to capture learner progress across the curriculum. • further develop high quality learning and teaching pathways in reading and numeracy, including the development of key milestone assessments to track progress. • 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. Specific targets for individuals. Introduction of a new tracking system to support planning for further improvements • 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>HGIQIORS Theme: Our successes and achievements</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?)
Teachers <ul style="list-style-type: none"> Staff confidence: analysis of the tracking and monitoring data and of learner observations show that first level staff are less confident about what learners' progression in maths and numeracy looks like. Some inconsistency in numeracy and maths practice: progression planners to be developed to support the development of pace and challenge. 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. Parent/carer feedback: a few parents report a lack of clarity of learners' skills and achievement in numeracy and maths. Learners <ul style="list-style-type: none"> 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 – how do we capture this? First level pedagogical approaches: next steps for learners to record planning and intentions through play & inquiry. 	Staff professional learning to further develop our approaches to profiling, including: <ul style="list-style-type: none"> Maths and Numeracy guidance White Rose Maths resources and CLPL observation and planning cycle guidance, including annual plan for focus child 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 Leadership of using professional learning in practice: <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 information and workshops? how will we involve 'Learning Journey Leaders' 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? Quality assurance, monitoring and self-evaluation activities and processes to ensure evidence is gathered relating quality: <ul style="list-style-type: none"> build confidence in reaching a judgement 	August Inservice (HT) – introduction to the Maths and Numeracy Guidance and new resources, including overview of intentional planning. From August (all staff) - 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. 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. with actions agreed for the next month - e.g. interactions focus, experiences and spaces focus, observation focus and link to intentional planning. 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. Weekly (SLT) - lead planning including consideration of: <ul style="list-style-type: none"> maths and numeracy across the environment observation focus using guidance to support responding to children (responsive planning) Tracking and Monitoring Progress Meetings Sept, Oct, Feb and May (all staff) – use guidance to support	Short Term <ul style="list-style-type: none"> Teachers and practitioners are knowledgeable about the progression of children's learning in mathematics and numeracy including the big ideas and skills development and what they can do in practice to support this development. 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. Learners can independently upload evidence of their learning Observations of learners identify where they are in their learning and show progression over time. Practitioners are confident to identify children's next steps and know how to support them to achieve these through rich interactions, experiences and spaces. Learners are making very good progress in their maths and numeracy learning and development. All practitioners are contributing to self-evaluation leading to continuous improvement. All practitioners are developing confidence in their professional judgement relating to the assessments and learners' progress. Long Term	<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 Learning Journals Analysis of data from tracking and monitoring meetings Teacher and practitioner reflections on impact of actions and their next steps – Jan/May Evidence from moderation session.

<p>School</p> <ul style="list-style-type: none"> Parent/carer feedback on the school newsletter – a few comments have been made about reducing/improving information shared about learning in the class newsletters. Engagement of parents with Learning Journals: increases noted as a result of quality observations. 	<p>about how well teams are capturing information about children.</p> <ul style="list-style-type: none"> ➢ develop understanding of how observations, planning processes and assessments are connected. ➢ 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>identification of strengths and next steps for reporting and profiling journey. New CEC whole school tracking system will be gradually introduced to gather learner progress over time.</p> <p>Monitor planning monthly (PT) – ensure focus is on planning for learners' skills development using interactions, experiences and spaces.</p> <p>Shared classroom experiences (all staff)</p> <ul style="list-style-type: none"> - initially Sept and Nov (identify more confident staff to mentor less confident). Then in January HT leads moderation of maths and numeracy observations. <p>Update action plan following this session.</p>	<ul style="list-style-type: none"> All learners will have a profile that is owned by them and includes the ingredients of effective profiling. All learners will understand their strengths, areas of development and be supported to identify next steps. All families will have the opportunity to engage with their child's profile, supporting the next steps in their development. All staff will have increased understanding and confidence in the ingredients of effective profiling and reporting. 	
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Evaluation of progress

January 2025

May 2025