

Canaan Lane Primary School and Early Learning & Childcare



Improvement Plan

Session 2026/27

School Information

School/Establishment	Canaan Lane Primary School and Early Learning & Childcare
Head Teacher	Karen Richmond
Link QIEO	Annemarie Procter



Our Vision, Values and Aims

At Canaan Lane Primary School & ELC, our mission is to inspire and nurture lifelong learners who are equipped to embrace the opportunities and challenges of life beyond the classroom.

Our Vision

We want our school to be a happy, fair and safe place, where everyone feels that they belong and knows that they matter. A place where we can find our passions, grow together, and feel proud of who we are.

~ Ignite a passion for learning ~ Grow together with the community ~ Create the conditions to thrive ~

Our Values

- Compassion
- Curiosity
- Collaboration
- Community

Be all that you can be ~ Be Kind ~ Be Curious ~ Be Involved ~ Be You ~



Our Aims

To achieve this, we will:

- place pupil voice and participation at the heart of learning and school life
- develop a culture of learning that is joyful, meaningful, socially interactive, actively engaging and iterative
- empower our learners to lead their own learning; believe in their own ability; take risks; and challenge themselves to be better
- provide an inspiring and challenging curriculum, which reflects our community and meets the needs of every child
- build a collaborative and sustainable school community, fostering a sense of belonging to the school and the wider world
- instil a sense of pride in learners and provide opportunities for wider achievements within our community
- create an inclusive, caring and equitable environment in which learners feel happy, safe, valued and respected
- develop an emotionally intelligent community with self-awareness, self-motivation, respect and empathy at the core
- encourage each child to become a responsible and ethically informed citizen



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		People and Progress - 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.		<i>develop a coherent and progressive curriculum where learners build on prior learning and confidently identify and develop the knowledge, values and skills for learning, life and work</i>
NIF 2: Improvement in children and young people's health and wellbeing				<i>create a welcoming, inclusive, and supportive school environment where every member of the community feels valued, respected and heard</i>
NIF 3: Closing the attainment gap between the most and least disadvantaged children	→	Inclusion 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.	→	<i>foster a culture of innovation and creativity in teaching practice, ensuring all our learners experience engaging, challenging and inspiring learning</i>
#NIF 4: Improvement in skills and sustained, positive school-leaver destinations for all young people				<i>create an engaging, creative and inspiring learning environment which values innovation and makes full use of outdoor learning and the wider community to support learners' progress and wellbeing</i>
NIF 5: Improvement in attainment, particularly in literacy and numeracy		Curriculum 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.		<i>strengthen partnerships with parents and families, fostering a collaborative culture where families feel valued, informed and involved in their child's learning and wider life of the school</i>

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 How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning?	<i>Vision: To strengthen a culture of collaborative enquiry where staff learn with and from one another, improving practice, wellbeing and outcomes for learners.</i>		
	Build shared foundations - Develop a shared understanding of collaborative enquiry, peer learning and professional dialogue - Establish professional learning communities linked to school improvement priorities - Create routines for staff to share practice, reflect together and identify next steps	Embed collaborative enquiry into practice - Make collaborative enquiry a routine part of staff development and collegiate working - Use practitioner enquiry, learning walks and professional dialogue to inform improvement actions - Strengthen staff confidence in peer learning, critical reflection and evidence informed practice	Sustain and evaluate practice - Evaluate the impact of collaborative enquiry on staff practice and learner outcomes - Embed collaboration and peer learning as core features of school culture - Celebrate and share effective practice to sustain momentum and continuous improvement
2.3 How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?	<i>Vision: To develop a shared teaching framework and practical toolkit which ensures all learners experience consistently high-quality learning & teaching</i>		
	Build shared understanding - Develop a shared understanding of what great learning and teaching looks like at Canaan Lane - Identify the key features of high-quality teaching, including relationships, enabling environments, direct instruction etc. - Use learning walks, professional reading and staff dialogue to identify strengths and next steps	Develop and trial approaches - Begin to co-create the Canaan Lane Great Teaching framework and practical toolkit to support consistent, high-quality learning and teaching - Trial and refine approaches linked to direct instruction, differentiation and learner engagement - Strengthen the use of outdoor learning, digital learning and real-life contexts to support motivation, application and depth	Embed and sustain high-quality practice - Continue to build and embed the Great Teaching framework and toolkit across the school to support consistency, progression and high expectations - Evaluate the impact of the framework on learner engagement, challenge, progress and attainment - Use learning walks, practitioner enquiry and professional dialogue to refine practice and sustain consistently high-quality learning and teaching
3.1 How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?	<i>Vision: To create a welcoming, inclusive, and supportive school community where every member of the community feels valued, respected and heard</i>		
	Build shared understanding of inclusion - Establish a shared understanding of inclusion, participation, positive relationships and children's rights in our context. - Identify strengths and areas for development through self-evaluation, learner voice, family feedback and staff reflection.	Embed inclusive practice - Make inclusion, participation and positive relationships part of everyday practice for all learners and staff. - Strengthen learner and parent voice so views inform decision-making and improvement.	Sustain and evaluate practice - Evaluate the impact of wellbeing, inclusion and participation approaches on learner outcomes. - Embed an inclusive and participatory culture as part of the school's identity and improvement processes. - Continue to strengthen equity, learner voice and partnership with families.

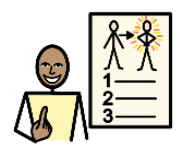
	Strengthen approaches to wellbeing, nurture and universal support.	Develop consistent approaches to identifying needs, reducing barriers and supporting participation.	
3.2 How well is assessment evidence used to inform teacher judgements? How well do we recognise and value the personal achievements of all learners?	<i>Vision: To use assessment evidence and professional judgement consistently to improve progress, recognise achievement and support every learner to achieve</i>		
	Establish consistency and shared understanding - Develop a shared understanding of effective assessment, tracking and professional judgement. - Strengthen approaches to recognising and celebrating wider achievement. - Use attainment meetings and tracking data to identify learners requiring support or challenge.	Embed robust assessment and recognition - Ensure consistent and robust use of assessment evidence across all stages. - Develop systematic approaches to recognising, tracking and celebrating wider achievement. - Strengthen professional dialogue around learner progress, attainment and next steps.	Sustain and evaluate impact - Evaluate the impact of improved assessment, tracking and recognition of achievement on learner outcomes - Embed assessment and achievement practices into the school's culture of continuous improvement - Use evidence to ensure all learners make strong progress and experience appropriate support and challenge.
2.2 How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time? How well do our approaches to profiling develop children's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?	<i>Vision: To ensure a coherent and progressive curriculum where learners build on prior learning, apply skills across contexts and understand themselves as learners</i>		
	Establish shared understanding and baseline - Review the current curriculum overview to strengthen progression, coherence and links across learning - Evaluate how effectively profiling supports learners to recognise their progress, strengths and next steps - Develop shared expectations for how skills for learning, life and work are identified and revisited across the curriculum.	Embed progression and strengthen profiling - Ensure knowledge and skills build consistently and progressively across stages. - Strengthen profiling approaches so learners reflect on progress and link learning across different contexts - Develop planned opportunities for learners to apply skills through Quests, wider achievement, digital learning, sustainability and real-life contexts.	Consolidate, evaluate and sustain - Evaluate the impact of revised curriculum and profiling approaches on learner progress, confidence and ownership - Embed a culture of continuous curriculum improvement, using learner voice, staff reflection and evidence of progress - Sustain coherent learning pathways which support progression, application of skills and learner self-awareness
2.7 How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement? How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement?	<i>Vision: To strengthen partnerships with families and the wider community so parents and carers feel informed, involve and able to support their child's learning</i>		
	Build trust and shared understanding - Establish a shared understanding of the school's commitment to parental engagement and partnership. - Review how effectively parents and carers are supported to understand their child's learning, progress and next steps. - Strengthen opportunities for families to contribute views and participate in school improvement.	Strengthen and embed partnerships - Deepen partnerships by increasing parent and career participation in children's learning and the wider life of the school. - Enhance parental confidence and capacity to support at home, including literacy, numeracy, wellbeing and wider achievement. - Develop clearer approaches to sharing learner progress, strengths and next steps through Learning Reviews, Learning Journals and ongoing communication.	Consolidate and sustain - Evaluate impact on learner outcomes, family confidence and school culture. - Embed genuine parental partnership in school improvement. - Sustain meaningful family and community contributions to learning and achievement.



Canaan Lane Primary School

School Improvement Plan: 2026/2027

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 2026/2027 improvement plan sits as part of our 2024-2027 three-year improvement overview.

#HOW I LEARN	#WHAT I LEARN	#SHARING MY LEARNING
HOW we learn and WHY we learn in that way	WHAT we are learning and WHEN we learn it	WHAT we've learned and WHERE we can improve
IMPROVEMENT PRIORITY 1: #HOW I LEARN  UNCRC Article 12 I have the right to play and relax	Increase stretch and challenge through responsive teaching We will ensure all learners experience consistently high-quality, responsive and challenging learning. Staff will strengthen shared approaches to scaffolding, adaptive teaching and planned support so that all learners can access ambitious learning, bridge learning gaps and experience success.	
IMPROVEMENT PRIORITY 2: #WHAT I LEARN  UNCRC Article 29 I have the right to an education which develops my personality, respect for others' rights and the environment	Improve outcomes in reading We will strengthen reading progression across the school by developing consistent approaches to teaching reading comprehension. Staff will build confidence in identifying learners' progress, planning appropriate support and challenge, and helping learners to understand and talk about themselves as readers.	
IMPROVEMENT PRIORITY 3: #SHARING MY LEARNING  UNCRC Article 6 I should be supported to live and grow	Strengthen effective feedback, target setting and learner reflection We will improve approaches to feedback, target setting and learner reflection, so learners better understand their progress, recognise their strengths and identify clear next steps. Learners will be supported to act on feedback, talk confidently about their learning and take greater ownership of their progress.	

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

School Improvement Priority 1 (# How I Learn)

Improvement Priority	Increase stretch and challenge through responsive teaching We will ensure all learners experience consistently high-quality, responsive and challenging learning. Staff will strengthen shared approaches to scaffolding, adaptive teaching and planned support so that all learners can access ambitious learning, bridge learning gaps and experience success.	Person(s) Responsible	Overall Lead: Headteacher Curriculum Leads: Learning & Teaching Coordinator, Sustainability Champion Supported by: Curriculum leads
Next Steps from Standard and Quality Report	Through our ongoing self-evaluation as a school community, we have identified the need to: • use findings from learning walks, practitioner enquiry and staff dialogue to further develop our teaching framework and toolkit • provide further challenge in learning for a few children at all stages to enable them to make even greater progress as well as having further opportunities to apply their skills and knowledge • strengthen responsive and adaptive teaching approaches to support, challenge and extend all learners, including learner who require support • build staff confidence in “teaching to the top”, using effective scaffolding so all learners can access ambitious learning • make support, challenge and differentiation more explicit in planning and in-the-moment teaching • increase opportunities for learners to apply skills in unfamiliar, creative and real-life contexts, including Quests, STEM, digital and sustainability-linked learning • build staff confidence in articulating the impact of professional learning on their own practice and on learner progress, using evidence from learning walks, book club, practitioner enquiry and attainment data to inform continuous improvement		

NIF Priority – highlight relevant	HGIOS – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health & wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy	1.3 Leadership for change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	People and Progress Curriculum Inclusion Building Cultural and Social Capital



UNCRC Article 12

I have the right to 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?)
Through our S&Q self-evaluation, learning walks, attainment meetings, staff feedback and learner evidence, we have identified the need to further strengthen challenge, pace and depth in learning. Learning and teaching across the school is strong, with positive relationships, purposeful learning environments and improving consistency in planning and assessment. However, we want to ensure that all learners, including those capable of exceeding expected levels, experience appropriate stretch, support and challenge. Staff have identified the need to continue developing responsive teaching approaches so that learning is adapted more effectively in the moment. This includes strengthening formative assessment, scaffolding, questioning, modelling and opportunities for learners to think deeply, explain their reasoning and apply learning across different contexts. Senior leaders should continue to ensure that all staff within learning environments effectively challenge children who are working independently in play or on curiosity projects.	We will provide ambitious learning for all by strengthening staff confidence and expertise in “teaching to the top”, using effective scaffolding and responsive in-the-moment teaching to ensure all learners, including those who require additional support, can access appropriately challenging learning. We will use a Learning Sprint enquiry model, learning walks and professional dialogue to evaluate which teaching approaches are having the greatest impact on learner progress, engagement and challenge. We will build staff confidence in adapting teaching in the moment using formative assessment strategies to check understanding and identify misconceptions during lessons. We will use our findings to further develop our Learning & Teaching Framework and toolkits, ensuring it reflects the approaches that have the greatest impact on learner progress, engagement and challenge. We will increase opportunities for learners to apply knowledge and skills in unfamiliar, creative and real-life contexts, including through Quests, STEM, the Skills Workshop and digital learning. We will use the Learning for Sustainability action plan to create purposeful opportunities for learners to engage with the 4Cs: culture, community, campus and curriculum.	August: Share key messages from S&Q self-evaluation and learning walk feedback, agreeing whole-school expectations for challenge, scaffolding and responsive teaching. <i>Lead: SLT and L&T coordinator</i> September-December: Book Club CAT sessions focusing on responsive teaching, including modelling, questioning, formative assessment, scaffolding and adapting learning in the moment (Learning Sprint Research) <i>Lead: SLT and L&T coordinator</i> November: Implement Learning Sprint Phase and use learning walk to gather evidence of challenge, pace, scaffolding, learner thinking and how well teaching is adapted during lessons. Review and identify key strategies. <i>Lead: SLT and stage teams</i> Termly: Use attainment meetings to identify learners require greater challenge and are exceeding expectations. Identify where teaching approaches are increasing pace, depth and challenge. Share practice. <i>Lead: SLT, class teachers and SfL team</i> January-May: Continue to use practitioner enquiry to trial and evaluate high-impact strategies linked to challenge, scaffolding and responsive teaching. <i>Lead: SLT and teaching teams</i> Throughout the session: Implement the LfS action plan and strengthen opportunities for learners to apply learning through Quests, STEM, skills workshop and digital learning. <i>Lead: Curriculum leads, Sustainability Champion and stage teams</i> January and May: Review impact using learning walk evidence, learner work, attainment data, staff feedback and pupil voice, adapting actions where needed. <i>Lead: SLT, L&T coordinator and curriculum leads</i>	By May 2027: - Learning walk evidence will show increased consistency in how challenge, pace, scaffolding and responsive teaching are used across stages. - Staff will have clearer shared expectations and practical examples of responsive teaching, scaffolding, formative assessment, questioning, differentiation and challenge. - Planning and learning evidence will show clearer opportunities for learners to apply skills, think deeply and solve problems in different contexts. - Attainment meetings will show improved identification of learners requiring support and those ready for greater challenge. - Learners will be more confident in explaining their thinking, using learning tools, applying their learning and responding to challenge. - Learner voice will show that more learners feel supported and challenged in their learning. - Staff self-evaluation will show increased confidence in responsive teaching, scaffolding and planning for challenge.	Performance data: - ACEL and pupil tracking data - Attainment meeting records - Progress of targeted learners - Evidence of learners exceeding expected levels Process data: - Learning walk evidence - Examples of practice added to the Great Teaching toolkit - Planning evidence showing support, challenge and application - Jotters, learning evidence and digital evidence - Practitioner enquiry evaluations - Moderation and professional dialogue records Perception data: - Staff self-evaluation on confidence in responsive teaching - Pupil voice on challenge, independence and support - Family feedback where relevant When measured: - Baseline in August - Termly attainment meetings - Review in January/May

Evaluation of progress

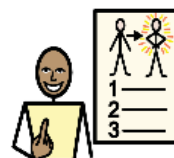
January 2027

May 2027

School Improvement Priority 2 (# What I Learn)

Improvement Priority	Improve outcomes in reading We will strengthen reading progression across the school by developing consistent approaches to teaching reading comprehension. Staff will build confidence in identifying learners' progress, planning appropriate support and challenge, and helping learners to understand and talk about themselves as readers.	Person(s) Responsible	Overall Lead: Headteacher Curriculum Leads: Literacy Coordinator, Reading Ambassador, Digital Learning Coordinator Supported by: The Books and Belonging Reading Ambassadors
Next Steps from Standard and Quality Report	Through our ongoing self-evaluation as a school community, we have identified the need to: - strengthen reading comprehension progression, including vocabulary, comprehension strategies and explaining thinking when discussing texts - build staff confidence in identifying and evidencing learner progress in reading through attainment meetings, assessment information, professional judgement and moderation, ensuring learners who require support or challenge are identified early - strengthen family partnership so parents and carers are better supported to develop reading confidence, comprehension and enjoyment at home - increase opportunities to promote reading for enjoyment through the library, shared reading routines, learner voice and work towards the Reading School Award - use digital tools creatively to support reading engagement, comprehension, learner responses and assessment evidence		

NIF Priority – highlight relevant	HGIOS – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
- Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health & wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy	- Leadership for change - Learning, teaching and assessment - Ensuring wellbeing, equality and inclusion - Raising attainment and achievement - Curriculum - Parental Partnerships	People and Progress Curriculum Inclusion Building Cultural and Social Capital



UNCRC Article 29

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

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?)
Through our ongoing self-evaluation, attainment analysis, staff feedback, family feedback and learner voice, we have identified the need to strengthen progression in reading across the school. Although attainment in literacy is strong overall, we want to ensure all learners develop deeper reading comprehension skills and can confidently discuss, explain and apply their understanding of texts across the curriculum. Staff have identified the need for greater consistency in approaches to teaching comprehension, assessing progress in reading, and identifying learners who require additional support or challenge. Family feedback shows that parents and carers would welcome clearer guidance on how to support reading at home, particularly beyond decoding. We also want to further develop reading for enjoyment, learner engagement and the creative use of digital tools to support reading responses and assessment evidence.	We will develop a consistent whole-school approach to teaching reading comprehension, with a focus on vocabulary, questioning, inference, prediction, summarising, learner discussion and explaining thinking. We will use CEC literacy progression pathways, assessment evidence, professional learning and professional dialogue to support shared expectations of progress across stages. We will build staff confidence in identifying and evidencing learner progress in reading through attainment meetings, moderation, assessment information and professional judgement. We will strengthen family partnership, so parents and carers are better supported to develop reading confidence, comprehension and enjoyment at home. We will promote reading for enjoyment through use of our libraries, shared reading routines, learner voice and our work towards the Reading Schools Award. We will use digital tools creatively to support reading engagement, comprehension, learner responses and assessment evidence, building on practitioner enquiry and digital progression work.	August-September: Audit current reading practice across stages, including comprehension approaches, assessment evidence, class reading routines, digital tools and reading for enjoyment. <i>Lead: Literacy Coordinator, Digital Coordinator and SLT</i> September-December: Develop agreed whole-school approaches to reading comprehension, focusing on vocabulary, questioning, inference, summarising and learner discussion. <i>Lead: Literacy Coordinator with stage teams</i> Termly: Build reading-focused CLPL into CAT sessions, using CEC literacy progression pathways, moderation examples and practical comprehension strategies. <i>Lead: Literacy Coordinator and SLT</i> Termly attainment meeting: Strengthen staff confidence in identifying learner progress in reading and planning support or challenge. <i>Lead: SLT, class teachers and Sfl</i> September-May: Use digital tools creatively to support reading responses, comprehension tasks and assessment evidence. <i>Lead: Digital Learning Coordinator, Literacy Coordinator and class teachers</i> October-March: Strengthen family support for reading at home through guidance, workshops, newsletters and shared examples of comprehension strategies. <i>Lead: Literacy Coordinator, SLT and class teachers</i> Throughout the session: Develop reading for enjoyment through class libraries, shared reading routines, learner voice and Reading Schools Award actions. <i>Lead: Reading Schools lead and pupil ambassador group</i> January and May: Review impact using learner evidence, staff feedback, family feedback and attainment data, adapting actions where needed. <i>Lead: SLT and Literacy Coordinator</i>	By May 2027: - Learners across all stages will use agreed reading comprehension strategies with increasing confidence. - Learners will be able to discuss texts, explain their thinking and apply reading skills across curriculum areas. - Staff will demonstrate increased confidence in teaching reading comprehension and identifying progress in reading. - Attainment meetings will show clearer evidence of learners who are on track, requiring support or ready for greater challenge. - Reading planning and learning evidence will show more consistent progression in comprehension across stages. - Families will report increased confidence in supporting reading comprehension and enjoyment at home. - Learner voice will show increased enjoyment of reading and greater engagement with libraries and reading opportunities. - Digital learning evidence will show learners using digital tools to respond to texts, demonstrate comprehension and share learning. - The school will make progress towards the Reading Schools Award.	Performance data: - ACEL literacy data and pupil tracking data - reading assessment information and teacher professional judgement - attainment meeting records and intervention tracking Process data: - planning evidence showing agreed comprehension progression - moderation evidence linked to reading comprehension - learner jotters, Learning Journals and digital reading responses - Reading Schools Award evidence and action plan progress Perception data: - staff self-evaluation on confidence in teaching and assessing reading - learner voice surveys focused on reading confidence, enjoyment and comprehension - family feedback on support for reading at home - January and May evaluations of progress against planned outcomes

Evaluation of progress

January 2027

May 2027

School Improvement Priority 3 (# Sharing my Learning)

Improvement Priority	Strengthen effective feedback, target setting and learner reflection We will improve approaches to effective feedback, target setting and learner reflection so that learners understand their progress, recognise their strengths and identify clear next steps. Learners will be supported to act on feedback, talk confidently about their learning and take greater ownership of their progress.	Person(s) Responsible	Overall Lead: Headteacher Curriculum Leads: Learning & Teaching Coordinator, Literacy and Numeracy coordinators
Next Steps from Standard and Quality Report	Through our ongoing self-evaluation as a school community, we have identified the need to: - strengthen learners' understanding of their own progress through clearer feedback, target setting and learner reflection - develop more consistent approaches to helpful and actionable feedback so learners know what they are doing well, what they need to improve and how to make progress - improve consistency in how learners are supported to reflect on their learning, talk about progress and identify next steps - use Learning Journals, learner conversations and assessment evidence to support learners to recognise progress over time - review how information is shared through Learning Reviews, so families have a clearer understanding of learner strengths, progress and next steps - use a teacher sprint model to evaluate which feedback and reflection strategies have a greater impact on learner progress and ownership		

NIF Priority – highlight relevant	HGIOS – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
- Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health & wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy	- Leadership for change - Learning, teaching and assessment - Ensuring wellbeing, equality and inclusion - Raising attainment and achievement - Parental Partnerships	People and Progress Curriculum Inclusion Building Cultural and Social Capital



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?)
Through our S&Q self-evaluation, staff feedback, learner voice, family feedback and review of Learning Journals, we have identified the need to strengthen learners' understanding of themselves as learners. Learners experience a broad range of opportunities to learn, achieve and contribute. However, we want to develop more consistent approaches to helping learners recognise their progress, understand their strengths and identify clear next steps. Self-evaluation shows that feedback is not yet consistently used in ways that help all learners know what they have done well, what they need to improve and how to make progress. We want feedback to be more helpful, actionable and clearly linked to learner reflection and target setting. Family feedback also suggests that some parents/carers would welcome clearer information about learner progress. This does not require more reporting opportunities, but a review of how we share information through Learning Reviews, Learning Journals and learner conversations so that strengths, progress and next steps are clearer. Our next step is to strengthen the link between feedback, target setting, learner reflection and evidence of progress so that learners can talk more confidently about their learning and take greater ownership of their next steps.	We will develop a more consistent whole-school approach to feedback, learner reflection and target setting. We will support learners to understand what quality looks like, identify what they are doing well and recognise the specific next steps that will help them improve. We will strengthen the use of success criteria, learning conversations, peer/self-assessment and Learning Journals to help learners reflect on progress over time. We will use a Learning Sprint enquiry model to trial and evaluate feedback and reflection strategies that improve learners' understanding of progress and next steps. We will review the information shared at Learning Reviews so that families have a clearer understanding of learners' strengths, progress and next steps, without increasing workload or duplicating existing reporting opportunities. We will ensure target setting is manageable, meaningful and proportionate, with clear links to learning, progress and challenge.	August: Review current approaches to feedback, learner reflection and target setting. Agree whole-school expectations for meaningful and manageable target setting. <i>Lead: SLT and Learning & Teaching coordinator</i> October-February: Review Learning Review information so strengths, progress and next steps are clear for families. <i>Lead: SLT, class teachers and SfL team</i> January-March: Book Club sessions on effective feedback, learner reflection and target setting. (Learning Sprint Research) <i>Lead: SLT, Learning & Teaching coordinator</i> March: Use Learning Sprint model to trial and evaluate high-impact feedback and reflection strategies that help learners explain their progress, identify next steps and act on feedback. <i>Lead: Class teachers and stage teams</i> Termly: Use attainment meetings to link feedback and targets to progress, support and challenge. <i>Lead: SLT, class teachers and stage teams</i> Throughout the session: Use Learning Journals, pupil voice, jotter evidence and learner reflections to capture progress over time and support learners to recognise their own development. <i>Lead: Stage teams</i> January and April: Review impact using learner voice, family feedback, staff self-evaluation, Learning Journal evidence and attainment meeting records. Adapt approaches where needed. <i>Lead: SLT and curriculum leads</i>	By May 2027: - Learners will be more confident in talking about themselves as learners, including their strengths, progress and next steps. - Learner voice will show that more learners understand what they are doing well, what they need to improve and how to make progress. - Learning Journals and jotter evidence will show more consistent use of learner reflection, feedback and next steps across stages. - Staff will demonstrate increased confidence in using feedback and target setting to support learner progress and challenge. - Learning Reviews will provide clearer information for families about learner strengths, progress and next steps. - Attainment meetings will show clearer links between learner progress, feedback, targets and planned support or challenge. - Families will report improved understanding of their child's progress and how they can support next steps at home.	Performance data: - ACEL and pupil tracking data - Attainment meeting records - Progress of targeted learners - Evidence of learner progress from prior levels Process data: - Learning Journal evidence - Jotters and learner reflection evidence - Examples of feedback and target setting across stages - Learning Review documentation - Planning evidence showing links between feedback, next steps and progress - Teacher sprint evaluations - Moderation and professional dialogue records Perception data: - Learner voice on feedback, target setting and knowing next steps - Family feedback on Learning Reviews and information about progress - Staff self-evaluation on confidence in feedback and target setting When measured: - Baseline review in August/September - Termly attainment meetings and Learning Journal review - Mid-year review in January - Final evaluation in May

Evaluation of progress

January 2027

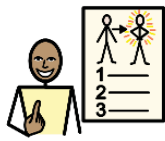
Baseline: Learners have regular opportunities to reflect on learning, and Learning Journals/Learning Reviews share evidence of progress. However, self-evaluation shows that approaches to feedback, target setting and learner reflection are not yet consistently embedded across stages.

May 2027



Early Learning & Childcare Improvement Plan: 2026/2027

Each year as a school, we develop an ELC Improvement Plan (SIP) which details how we aim to improve learning for all learners in Canaan Lane. Our 2026/2027 improvement plan sits as part of our 2024-2027 three-year improvement overview.

#HOW I LEARN HOW we learn and WHY we learn in that way	#WHAT I LEARN WHAT we are learning and WHEN we learn it	#SHARING MY LEARNING WHAT we've learned and WHERE we can improve
IMPROVEMENT PRIORITY 1: #HOW I LEARN  UNCRC Article 12 I have the right play and relax	Increase stretch and challenge through high-quality play experiences We will continue to improve pedagogical approaches so all children, including our very able learners, experience high-quality play with appropriate stretch, challenge and progression. Practitioners will plan responsive experiences which extend thinking, language, curiosity and problem-solving.	
IMPROVEMENT PRIORITY 2: #WHAT I LEARN  UNCRC Article 29 I have the right to an education which develops my personality, respect for others' rights and the	Improve progression in early literacy and communication We will strengthen progression in literacy, communication and reading across ELC, with a focus on developing children's vocabulary, confidence and early comprehension. Practitioners will use CEC literacy progression pathways, immersive literacy experiences, observations and child development knowledge to plan rich play-based experiences which support children to develop as early readers and communicators.	
IMPROVEMENT PRIORITY 3: #SHARING MY LEARNING  UNCRC Article 6 I should be supported to live	Embed consistent use of next steps to support progress We will improve how practitioners identify, use and share children's next steps through observations and Personal Planning. Practitioners will use next steps more consistently to inform planning, support and challenge, and to share clearer information about children's learning and progress with families.	

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

Early Learning & Childcare Improvement Priority 1 (# How I Learn)

Improvement Priority	Increase stretch and challenge through high-quality play experiences We will continue to improve pedagogical approaches so all children, including our very able learners, experience high-quality play with appropriate stretch, challenge and progression. Practitioners will plan responsive experiences which extend thinking, language, curiosity and problem-solving.	Person(s) Responsible	Overall Lead: Head Teacher Other Leads: SEYO and EYO teams Supported by: EYPs
Next Steps from Standard and Quality Report	Through our ongoing self-evaluation as an ELC community, we have identified the need to: - further strengthen pedagogical approaches so learning experiences are intentionally responsive to children's needs, interests, prior learning and next steps - ensure children experiencing a third year in ELC, continue to access planned challenge, progression and depth - increase challenge within play and group times through high-quality questioning, modelling, commentary and adult interaction - strengthen practitioner confidence in identifying children who are exceeding expectations and planning appropriately challenging opportunities to extend thinking, language, problem-solving and independence - use learning walks, professional dialogue and practitioner enquiry to evaluate the impact of planning and interactions on children's engagement, confidence and progress - strengthen opportunities for children to apply learning through outdoor learning, real-life contexts, creativity, digital learning and sustainability-linked experiences - build on practitioners' confidence in articulating the impact of professional learning on their pedagogical practice and on children's learning, engagement and progress		

NIF Priority – highlight relevant	QIF – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
- Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health & wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection	People and Progress Curriculum Inclusion Building Cultural and Social Capital



UNCRC Article 12

I have the right to 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?)
Through our ELC self-evaluation, SSE feedback, learning walks, staff feedback and Learning Journal evidence, we have identified the need to strengthen the use of self-evaluation to ensure approaches are consistently analytical and focused on identifying the impact of practice on children's learning and wellbeing. Children experience nurturing relationships, high-quality spaces and engaging play. However, planning now needs to more consistently show how learning builds on children's interests, needs, prior learning and next steps. A significant number of children will experience a third year in ELC. These children need planned opportunities to deepen learning, continue progressing and experience appropriate challenge across play, group times and wider experiences. Practitioners also need greater confidence in recognising children who are exceeding expectations and planning rich, challenging opportunities which extend thinking, language, problem-solving, creativity and independence. Learning walk evidence shows strong relationships and purposeful environments but also highlights the need to make differentiation and challenge more explicit within planning and in-the-moment adult interactions. This will help ensure all children are supported and stretched at an appropriate level.	We will strengthen intentional and responsive planning, so children experience high-quality play, appropriate challenge and clear progression in learning. Practitioners will use observations, developmental milestones, CEC literacy and numeracy progression pathways and professional dialogue to plan experiences which build on children's interests, needs and prior learning. Planning will show clearer links between what children can already do, what they are ready to learn next and how adults will support, extend or challenge learning through play. We will strengthen the quality of adult interaction, including questioning, modelling, commentary, sustained shared thinking and careful use of resources to extend children's thinking, language, curiosity and problem-solving. We will use learning walks, practitioner enquiry, cluster meetings and professional dialogue to evaluate the impact of planning and adult interaction on children's engagement, confidence, independence and progress. We will increase opportunities for children to apply learning in meaningful contexts, including outdoor learning, real-life experiences, creativity, digital learning, sustainability-linked experiences and links with the wider community.	August: Review planning approaches and agree what high-quality intentional and responsive planning should look like across the ELC. <i>Lead: Headteacher, SEYO/EYO team.</i> August–September: Identify children requiring additional challenge, including those experiencing a third year in ELC, and agree how planning will provide depth, progression and extension. <i>Lead: SEYO/EYO team, cluster teams</i> September–December: Embed use of CEC literacy and numeracy progression planners within group times and play-based provision to support differentiation, support and challenge <i>Lead: SEYO, EYO team.</i> September–November: Use a Learning Sprint model and professional dialogue to share examples of effective pedagogy and identify where support or challenge needs to be strengthened. <i>Lead: SEYO, EYO team.</i> November: Trial and share approaches which increase challenge, extend learning through play. <i>Lead: ELC team.</i> Throughout: Review children's progress, identify what they can do, what they are developing and what should happen next. <i>Lead: EYPs/EYOs, cluster teams.</i> Throughout: Strengthen adult interactions through high-quality questioning, modelling, commentary and responsive support. <i>Lead: EYPs/EYOs.</i> January: Review impact using planning evidence, learning walks, staff feedback and progress data. Identify next steps. <i>Lead: Headteacher, SEYO, EYO team.</i>	By May 2027: - Planning will show clearer links between children's interests, needs, prior learning, progression pathways and planned challenge. - Children experiencing a third year in ELC will access appropriate depth, challenge, progression. - Practitioners will be more confident in recognising children who are exceeding expectations and planning suitable extension and challenging opportunities. - Group times and play-based provision will show increased use of CEC literacy/numeracy progression planners. - Learning walks will show stronger adult interactions, including questioning, modelling and commentary. - Children will show increased engagement, confidence, curiosity, independence and progress through play, group times and everyday routines. - Observations will show clearer evidence of progression, planned challenge and application of learning in different contexts. - Practitioner enquiry and professional dialogue will provide evidence of approaches that have improved challenge.	Performance data: Developmental milestones, capturing progress records, observations and progress of children requiring extension, consolidation or support. Process data: Planning evidence, CEC literacy and numeracy progression pathway use, group time plans and examples of differentiated play-based provision, learning walk evidence, cluster meeting notes, practitioner enquiry reflections and examples of challenge within provision. Perception data: Practitioner self-evaluation, professional dialogue, family feedback where relevant, child voice where appropriate. When measured: Baseline review in August, learning walks and impact in November, review in January.

Evaluation of progress

January 2027

May 2027

Early Learning & Childcare Improvement Priority 2 (# What I Learn)

Improvement Priority	Improve progression in early literacy and communication We will strengthen progression in literacy, communication and reading across ELC, with a focus on developing children's vocabulary, confidence and early comprehension. Practitioners will use CEC literacy progression pathways, immersive literacy experiences, observations and child development knowledge to plan rich play-based experiences which support children to develop as early readers and communicators.	Person(s) Responsible	Overall Lead: SEYO Curriculum Leads: ELC Literacy Coordinator and SEYO/EYO team Supported by: EYPs and the Books and Belonging Reading Ambassadors
Next Steps from Standard and Quality Report	Through our ongoing self-evaluation as an ELC community, we have identified the need to: - strengthen early literacy and reading experiences, particularly for children who will benefit from further challenge and extension before transition to P1 - use CEC literacy progression pathways more consistently to support practitioner understanding of early literacy skills and knowledge - develop more purposeful group times and playful learning experiences which build vocabulary, listening, talking, phonological awareness and comprehension - support practitioners to differentiate literacy learning more confidently, using observations, interests and developmental milestones - strengthen family partnership so parents and carers are supported to develop children's early literacy, reading confidence and enjoyment at home - build stronger links between ELC and Primary 1 to support continuity and progression in early literacy and reading		

NIF Priority – highlight relevant	QIF – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
- Placing the human rights and needs of every child and young person at the centre of education - Improvement in children and young people's health & wellbeing - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in skills and sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy and numeracy	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection	People and Progress Curriculum Inclusion Building Cultural and Social Capital



UNCRC Article 29

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

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?)
Through our ELC self-evaluation, staff feedback, family feedback, observations and Learning Journal evidence, we have identified the need to strengthen progression in early literacy, communication and reading skills. Children benefit from rich stories, songs, rhymes, play and conversations, but practitioners need greater consistency in using progression pathways to identify skills, differentiate learning and plan next steps. A significant number of children will benefit from further challenge and extension before transition to Primary 1, including children experiencing an additional year in ELC. We need to ensure these children continue to experience depth, progression and appropriate challenge in early literacy. Practitioners would benefit from further opportunities to share practice with P1 colleagues, building a clearer shared understanding of early literacy progression, early reading behaviours and the skills children need as they move into school. Families have also indicated that they value support in understanding how to help their child's learning at home.	We will strengthen early literacy progression by using CEC literacy progression pathways, observations, developmental milestones and child development knowledge to plan differentiated experiences. Practitioners will review of our Book of the Week texts to ensure they are clearly linked to our literacy progression. We will provide CLPL in vocabulary development, rhyme, phonological awareness, early comprehension and enjoyment of stories. Practitioners will plan purposeful group times and playful experiences which develop vocabulary, listening, talking, phonological awareness, mark-making, early comprehension and confidence with books. We will strengthen practitioner confidence in identifying current literacy skills and planning appropriate support and challenge. We will develop stronger links between ELC and Primary 1 by sharing practice, approaches and expectations, supporting continuity and progression in early literacy and reading. We will strengthen family partnership, so parents and carers feel more confident in supporting early literacy, reading enjoyment and communication at home.	August-September: Review current early literacy provision, group times and use of CEC literacy progression pathways. Agree key skills and expectations across the ELC. <i>Lead: SEYO, ELC Literacy Coordinator</i> August-October: Review Book of The Week texts to ensure they are carefully selected, progressive and clearly linked to our overview. <i>Lead: ELC Literacy Coordinator, EYO team.</i> September-December: Build practitioner confidence in using CEC literacy progression pathways to plan differentiated literacy experiences, including support and challenge. <i>Lead: SEYO, EYO team.</i> Throughout: Develop purposeful stories, songs, rhymes, vocabulary, mark-making and early comprehension opportunities within group times and play. <i>Lead: EYPs/EYOs.</i> Throughout: Use observations to identify children's literacy progress, next steps and opportunities for challenge, particularly for children experiencing an additional year in ELC. <i>Lead: EYPs, EYOs and SEYOs</i> October-March: Strengthen family support for early literacy and reading at home through shared messages, Learning Journals and Bedtime Stories links. <i>Lead: ELC team, Reading Ambassadors.</i> Termly: Share practice with P1 staff, including examples of early literacy provision, group time approaches, progression pathways use and transition information. <i>Lead: SEYO, ELC Literacy Coordinator, P1 staff.</i> Termly: Review children's progress and identify those requiring consolidation or extension. <i>Lead: SEYO, EYO team, P1 staff.</i> January/May: Review impact using observations, family feedback and practitioner self-evaluation.	By May 2027: - Learners will experience more consistent, purposeful early literacy and reading opportunities across the ELC. - Practitioners will show increased confidence in using CEC literacy progression pathways to identify skills, plan differentiation and support progression. - Group times and play-based provision will show clearer opportunities to develop vocabulary, listening, talking, rhyme, story discussion and early comprehension. - ELC and P1 staff will have a clearer shared understanding of early literacy progression, early reading behaviours and transition needs. - Learning Journals will show stronger evidence of early literacy progress, children's interests, next steps and planned support and challenge. - Families will feel better supported to develop early literacy, reading confidence and enjoyment at home.	Performance data: Developmental milestones, observations, Learning Journal evidence, transition information, progress of targeted children. Process data: Planning linked to CEC literacy progression pathways, group time plans, Learning Journal posts, family support materials, ELC-P1 transition records. Perception data: Practitioner self-evaluation, family feedback, ELC/P1 professional dialogue, child voice where appropriate. When measured: Baseline review in August/September; termly progress discussions; mid-year review in January; final evaluation in May.

Evaluation of progress

January 2027

May 2027

Early Learning & Childcare Improvement Priority 3 (# Sharing my learning)

Improvement Priority	Embed consistent use of next steps to support progress We will improve how practitioners identify, use and share children's next steps through observations and personal planning. Practitioners will use next steps more consistently to inform planning, support and challenge, and to share clearer information about children's learning and progress with families.	Person(s) Responsible	Overall Lead: SEYO Other Leads: EYO team Supported by: EYP team, Head Teacher
Next Steps from Standard and Quality Report	Through our ongoing self-evaluation as an ELC community, we have identified the need to: • build practitioner confidence in identifying children's progress and next steps using observations, developmental milestones and Learning Journals • continue to strengthen the quality and consistency of observations so they clearly show what children can do, what they are developing and what should happen next • ensure next steps are used more consistently to inform planning, adult interaction, support and challenge • use cluster meetings, professional dialogue and moderation to build a shared understanding of children's progress and learning needs • improve the consistency of Learning Journal evidence so families have a clearer picture of strengths, progress and next steps • strengthen practitioner confidence in making professional judgements about children's progress, using a range of evidence to identify meaningful and manageable next steps		

NIF Priority – highlight relevant	QIF – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health & wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy	Leadership: Leadership and management of staff and resources, Staff skills, knowledge, values and deployment, Leadership of continuous improvement Children thrive and develop in quality spaces: Children experience high quality spaces Children play and learn: Playing, learning and developing, Curriculum, Learning, teaching and assessment Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and Child Protection	People and Progress Curriculum Inclusion Building Cultural and Social Capital



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?)
Through our ELC self-evaluation, staff feedback, family feedback and review of Learning Journals, we have identified the need to strengthen practitioner confidence in identifying children's progress and next steps. Practitioners know children well and use observations, DLMOs and professional dialogue. However, this is not yet consistently supporting clear, meaningful and manageable next steps which directly inform planning, adult interaction and support. At times, observations capture what children have experienced, but the link between the observation, the identified next steps and the planned response is not always clear enough. Strengthening this link will help ensure evidence of learning leads directly to purposeful planning, adult interaction and timely support or challenge. We need to strengthen professional judgement, so practitioners use a range of evidence to identify progress over time, recognise significant learning and plan appropriate support, challenge and communication. Families would benefit from a clearer and more consistent picture of children's strengths, progress and what they are developing next.	We will strengthen practitioner confidence in using observations, DLMOs, personal plans and professional dialogue to identify children's progress and next steps. We will implement a refreshed approach to personal planning, ensuring children's strengths, interests, needs, family views and next steps are captured more consistently and used to inform support, challenge and planning. We will strengthen observations so they clearly show what children can do, what they are developing, why this matters and what should happen next. We will strengthen the link between observations, next steps, personal planning and responsive provision, so evidence of learning leads directly to purposeful planning, adult interaction, support and challenge. We will use a practitioner sprint model to trial, refine and evaluate how next steps are used in practice, ensuring they lead to purposeful changes in planning. We will use cluster meetings, moderation and professional dialogue to build a shared understanding of progress and significant learning. We will ensure Learning Journals and personal planning approaches provide families with a clearer, more consistent picture of children's strengths, progress, needs and next steps.	August–September: Review approaches to observations, DLMOs, personal plans and next steps. Agree expectations for meaningful, manageable and high-quality next steps. <i>Lead: SEYO, EYO team.</i> August–October: Introduce the refreshed approach to personal planning, ensuring strengths, interests, needs, family views and next steps are captured consistently. <i>Lead: SEYO, EYO team.</i> September–December: Provide professional learning and moderation focused on identifying progress, recognising significant learning, writing high-quality observations and agreeing next steps. <i>Lead: SEYO, EYO team.</i> September–May: Use practitioner sprint model to trial how next steps inform planning, interactions, support and challenge. <i>Lead: Head Teacher, SEYO team.</i> Throughout: Use observations, DLMOs and personal plans to capture what children can do, what they are developing, what progress is being made and what should happen next. <i>Lead: EYPs/EYOs.</i> Weekly: Use cluster meetings and professional dialogue to build shared understanding of progress, learning needs and next steps. <i>Lead: SEYO, EYO team.</i> October–March: Review Learning Review, Learning Journal and personal planning evidence so families receive clearer information about children's strengths, progress and next steps. <i>Lead: ELC team.</i> January/May: Review impact through Learning Journal audits, personal planning reviews, practitioner sprint evaluations and family feedback <i>Lead: SEYO, EYO team.</i>	By May 2027: - Practitioners will show increased confidence in identifying children's progress and next steps using observations, DLMOs, personal plans and professional dialogue. - Observations will more consistently show what children can do, what they are developing, what progress has been made and what should happen next. - The refreshed personal planning approach will provide a clearer and more consistent picture of children's strengths, interests, needs, family views and next steps. - Next steps will be used more consistently to inform intentional planning, adult interaction, support, challenge and family communication. - Practitioner sprint evidence will show that next steps are being used more purposefully in practice. - Learning Journals will provide clearer evidence of children's strengths, progress, significant learning and next steps. - Cluster meetings and moderation will show stronger shared understanding of children's progress, learning needs and planned responses. - Families will have a clearer and more consistent picture of their child's progress and next steps.	Performance data: Developmental milestones, capturing progress records, evidence of progress for targeted children and next steps being achieved over time. Process data: Learning Journal observation quality audits, personal planning reviews, practitioner sprint evaluations, planning showing links to next steps, cluster meeting notes, moderation records Perception data: Practitioner self-evaluation, family feedback on Learning Journals and personal planning information, professional dialogue and child voice where appropriate. When measured: Baseline review in August/September; termly Learning Journal observation and personal planning reviews; mid-year review in January; final evaluation in May.

Evaluation of progress

January 2027

May 2027



Boroughmuir Learning Community

Three Year School Plan for Improvement

Quality Indicator	2024-2025	2025-2026	2026-2027
1.3	How well do we create collaborative conditions for staff to learn with and from others through critical enquiry? Are we maximising all opportunities available to support peer collaborative learning?	- Planned opportunities for staff collaboration with a focus on high quality learning and teaching and moderation of achievement in writing - Planned opportunities for learner collaboration through pupil groups leadership activities - Staff leadership opportunity across the LC to develop a Metacognition Toolkit - Pupil L&T conference	- Increased structured opportunities for staff collaboration, professional dialogue and shared practice, with a clear focus on consistent approaches to high-quality learning and teaching across the LC - Use practitioner enquiry approaches and reflective tools to support staff to evaluate practice, identify next steps and improve learning and teaching - Strengthen staff leadership by creating regular opportunities for staff to share effective practice and lead aspects of IP
2.3	How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?	- Introduction to THRIVE - our framework for high quality learning and teaching - Build a toolkit of high impact teaching strategies for each element - Use THRIVE for shared classroom experience visits and collegiate discussions	- Continue to build and embed the THRIVE toolkit, ensuring staff have a shared understanding of consistent, high-impact approaches across all stages - Use the reflective learning and teaching tool to support staff self-evaluation, professional dialogue, coaching conversations and next steps for improvement
3.1	How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?	Processes to ensure that the whole learning community has a shared understanding of wellbeing and the children's rights.	- Embed consistent whole-school use of Zones of Regulation and shared language across LC - Strengthen staff confidence and consistency in using staged intervention, wellbeing information and inclusive approaches to identify and respond to learner's needs - Continue to develop equitable access to wider achievement, leadership opportunities and community experiences, including library access and active travel opportunities

3.2	How well is assessment evidence used to inform teacher judgements?	- Planned collegiate activity to moderate tools for assessments - Planned writing and numeracy moderation activities to support teacher judgement for Pupil Tracking	- Develop a shared understanding of expectations for learner progress across the LC, supporting more consistent use of writing assessment evidence and professional judgement - Strengthen the use of Pupil Tracking through moderation and professional dialogue, ensuring staff can identify learners requiring support and challenge - Continue to build staff confidence in using data, assessment evidence and tracking information to inform planning, interventions and next steps
Additional QIs 2.2	Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve?	Identify key areas for curriculum collaboration	- Strengthen curriculum collaboration across the LC to ensure progression, coherence and share experiences in key areas of learning - Use staff collaboration and learner evidence to identify where curriculum experiences need refined, extended or made consistent

Boroughmuir Learning Community Improvement Priority 1 (2026-27)

Priority	To use evidence-based initiatives to ensure coherent high-quality Learning and Teaching across the Learning Community, using the THRIVE framework to support shared expectations, professional collaboration and improved outcomes for learners
Person(s) Responsible	Overall Lead: Learning Community Headteachers THRIVE Champions: 2.3 Depute Headteachers
Next Steps from Standard and Quality Report	Through our ongoing self-evaluation as a learning community, we have identified the need to: • Strengthen consistency in high-quality learning and teaching across the learning community by implementing our newly developed Learning and Teaching Policy, aligned with the THRIVE framework. • Build on the positive momentum highlighted in recent HMIE visits across the learning community, where the quality of learning and teaching was consistently evaluated as good, with clear potential to move to very good through more coherent, shared approaches. • Further develop staff confidence and capacity through collaborative moderation, joint professional learning, and shared self-evaluation activities to ensure equity, progression, and impact for all learners.

NIF Priority – highlight relevant	HGIOS – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health & wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy	1.3 Leadership for change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	People and Progress Curriculum Inclusion Building Cultural and Social Capital

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?)
Across the learning community, there are variabilities in approaches to high-quality learning and teaching. This can lead to inconsistency in learner engagement, progress and wellbeing. Staff need a shared understanding of what high-quality learning and teaching looks like through the THRIVE framework, alongside consistent expectations for planning, pedagogy, assessment and learner support. There is a need to strengthen collaborative professional dialogue, reflective practice and use of evidence so that staff can evaluate the quality of learning and teaching more consistently and identify next steps for improvement. Learners should experience a greater consistency in expectations, support, challenge, feedback and opportunities to lead and shape learning across the Learning Community.	- Continue to develop a consistent, evidence-informed approach to learning and teaching across the learning community - Embed a shared Learning and Teaching policy, supported by agreed expectations for high-quality practice - Use reflective learning and teaching tool to support staff self-evaluation, professional dialogue and improvement planning - Promote collaborative learning, including opportunities for staff to share practice, observe learning, moderate expectations and reflect together - Strengthen learner agency by embedding approaches which support pupil voice and leadership - Pilot new writing assessment materials across the learner journey from early to forth level.	- Each school will facilitate staff professional learning in high-quality pedagogy <i>Lead: LC HTs/SLT</i> - Develop and refine the LC learning and teaching policy <i>Lead: LC SLT</i> - Introduce and use a reflective learning and teaching tool to support staff dialogue, self-evaluation and next steps for improvement <i>Lead: LC SLT / 2.3 leads</i> - Build time for staff to collaborate, co-plan, observe practice, moderate expectations and reflect on learning and teaching <i>Lead: LC SLT / 2.3 leads</i> - Use a programme of school visits and professional dialogue to gather evidence of impact and share effective practice <i>Lead: LC SLT</i> - Termly LC HT reviews will evaluate implementation progress and identify next steps <i>Lead: LC HTs</i> - Two CAT sessions to support the piloting of new writing assessment materials.	For staff: - A shared understanding of what high-quality learning and teaching “looks like” - Increased confidence and consistency in applying agreed learning and teaching approaches - More effective use of reflective tools to evaluate practice and identify next steps - Stronger professional collaboration, shared practice and moderation of expectations across LC 2.3 SLT leads supporting colleagues across the learning community For learners: - More consistent experiences of high-quality learning - Increased engagement, motivation and agency in shaping learning - Improved progress and attainment, particularly in literacy and numeracy - Greater consistency in expectations For the learning community: - A shared L&T policy and clearer expectations of high-quality practice - A stronger culture of collaboration, reflection and continuous improvement - Improved use of QA evidence and attainment data to inform next steps	- Staff and learner voice through surveys, focus groups and feedback forms - Evidence from QA visits, school visits and reflective tool discussions - Case studies showing impact on practice, learner engagement and learner agency - Tracking of attainment and progress data across the learning community - Close the disparity by 5% between the achievement of literacy at level 3 at the end of S3 and the achievement of a national qualification in S4. - Attendance and wellbeing indicators for learners - Participation rates in CLPL and collaborative activities - Regular SLT reviews of implementation progress (termly)

Evaluation of progress

January 2025

May 2025

Boroughmuir Learning Community Improvement Priority 2 (2026-27)

Priority	To work together as a Learning Community to strengthen our inclusive practice and ensure consistent, high-quality support for learners with additional support needs, in line with the refreshed ASL service model
Person(s) Responsible	Overall Lead: Learning Community Headteachers
Next Steps from Standard and Quality Report	Continue to embed year two of the refreshed ASL model by strengthening staff confidence, shared understanding of roles and responsibilities, inclusive pedagogy and consistent approaches to identifying and supporting learners' needs

NIF Priority – highlight relevant	HGIOS – highlight relevant core QI, and add other as appropriate	CEC Priority – highlight relevant
1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health & wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy	1.3 Leadership for change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	People and Progress Curriculum Inclusion Building Cultural and Social Capital

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?)
Our learning community recognises that new and creative approaches are required to support learners with additional support needs. Without a consistent approach, there may be variability in learner experiences, staff confidence and the quality of support provided across schools. As we move into year two of the refreshed ASL service model, we need to strengthen shared understanding of roles, responsibilities, processes and inclusive practice across the Learning Community. Staff require continued opportunities to collaborate, build confidence, share strategies and problem-solve so that learners with ASN experience consistent, high-quality support and improved outcomes.	• Embed a coherent and joined-up approach to inclusive practice across the Learning Community. • Clarify roles, responsibilities and processes linked to the refreshed ASL service model. • Continue to build staff confidence and capacity in identifying and meeting additional support needs. • Strengthen consistent approaches to inclusive pedagogy, differentiation, support strategies, learner wellbeing and the use of Zones of Regulation • Develop shared opportunities for staff to collaborate, share practice and problem-solve around learners' needs. • Improve communication with families so they understand ASL processes, supports and next steps. • Extend Nature-Nurture sessions from 1 to 2 on weekly basis.	• Gather baseline information in August on staff confidence, knowledge and support needs linked to ASN. <i>Lead: Inclusion Team / ASL leads.</i> • Analyse baseline data and share key messages at Learning Community SLT meeting. <i>Lead: LC HTs / SLT.</i> • Embed two tracking points for Learning Community inclusion team feedback and review. <i>Lead: Inclusion Team / ASL leads.</i> • Deliver targeted CLPL on inclusive pedagogy, differentiation, identification of need and support strategies. <i>Lead: Inclusion Team / ASL leads.</i> • Establish regular ASL-focused meetings for collaboration, case discussion and shared problem-solving. <i>Lead: SLT / ASL leads.</i> • Create opportunities for staff to share strategies, examples of practice, case studies and resources throughout the year. <i>Lead: LC HTs / SLT.</i> • Provide family information sessions and communication around ASL processes, supports and roles. <i>Lead: LC HTs / ASL leads.</i> • Monitor progress for identified learners across the Learning Community, particularly where tracking shows underperformance against virtual comparators. <i>Lead: SLT / ASL leads.</i>	For staff: • Clearer understanding of roles, responsibilities and processes linked to ASL support. • Increased confidence in supporting learners with ASN. • Greater consistency in inclusive pedagogy, differentiation and use of support strategies. • A shared language and approach to inclusion across the Learning Community. For learners with ASN: • More consistent access to high-quality support across classrooms and schools. • A stronger sense of belonging, agency, wellbeing and inclusion. • Improved progress towards individual targets and learning outcomes. • Reduced variability in experiences and support. For the Learning Community: • A more consistent and coherent approach to inclusive practice. • Improved use of evidence to inform support, intervention and next steps. • A culture of shared responsibility for the progress and wellbeing of all learners.	• Staff and learner voice through surveys, focus groups and ASN pupil group meetings • Family feedback from information sessions and consultations • ASN attainment and wellbeing data (where appropriate) • Tracking of progress against IEP and Child's Plan targets • Reduction in reported ASN-related exclusions or attendance concerns • Termly review of ASN plans and practice by SLT and ASL team • Ongoing adjustments based on evidence and feedback • Each LC school to track pupils 'not yet on track' at start of academic year against movement of these pupils to being 'on track' – staff views to be collated re increase in confidence regarding ACEL judgements.

Evaluation of progress

January 2025

May 2025