

Tollcross Primary School
School Improvement Plan
2024- 2025



Our School Vision, Values and Aims



Head Teacher - Lynn Brand	Link QIEO - Marie Lyon
<p><u>Vision</u></p> <p>Learners achieving and exploring creativity in a supportive and safe learning environment where everyone treats each other with kindness and helps to create a happy school environment for all.</p>	<p><u>Curriculum Rationale</u></p> <p>We place the needs of learners at the centre of curriculum design and development. The curriculum has a clear vision and rationale shaped by the diversity of our school community. Our curriculum is grounded in our commitment to celebrating cultural diversity, providing equity of opportunity and achieving positive outcomes for all learners.</p>
<p><u>Aims</u></p> <p>To provide an inclusive child centred learning environment of the highest quality.</p> <p>Support every child to become a responsible, successful and confident lifelong learner.</p> <p>Place the social and emotional wellbeing of our school community at the heart of all we do.</p> <p>Promote active home /school partnerships to enrich pupil experience and achievement.</p>	<p><u>Our School Values</u></p> <p>safe</p> <p>achieving</p> <p>creative</p> <p>supportive</p> <p>happy</p> <p>kind</p>



Improvement Priority 1	QI 2.3 Learning, Teaching and Assessment <u>Short-Term</u> <ul style="list-style-type: none"> • Provide opportunities for staff to develop digital skills to enhance teaching, learning and assessment using a Learning Hub approach • All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teachers' Charter • Develop our use of High Quality Assessment for numeracy to gather information to support teacher judgement of progress in learning. <u>Medium-Term</u> <ul style="list-style-type: none"> • All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment • All learners make progress in their learning, including those learners in need of personalised support and interventions • Teachers make rigorous professional judgements about pupils' level of attainment and achievement using both summative and formative assessment approaches • All staff engage in moderation activities and use the evidence gathered to inform professional judgement of progress in writing. <u>Long-Term</u> <ul style="list-style-type: none"> • The school has a clear curriculum rationale and offers pathways which demonstrate a collective commitment to equality, equity, sustainability and children's rights • The school has ensured that digital learning is part of curriculum and assessment delivery, maximising impact of Empowered Learning • All teaching staff are confident in the 4 aspects of the Edinburgh Learns Teachers' Charter • At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy 		
Person(s) Responsible	Lynn Brand Fiona Chadwick Hazel Dripps		
Next Step from Standards and Quality Report	To review our approach to moderation and create a moderation guide using teacher feedback from session 2023 to 2024. To use High Quality Assessments for numeracy to support teacher judgement of achievement of a level. To include culturally inclusive planning question to support culturally inclusive curriculum planning. To adapt our Quality Improvement Calendar to include sharing classroom practise and peer observation to improve teaching and learning. To increase opportunities for wider achievement through community partnerships.		
NIF Priority	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	HGIOS 4 QIs	QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement 2.2 Curriculum QI 2.2 Learning pathways QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.3 Effective use of assessment QI 2.3 Planning, tracking and monitoring QI 2.4 Universal support QI 2.4 Targeted support QI 3.2 Attainment in literacy and numeracy


Outcomes QI 2.3 Learning, Teaching and Assessment	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
<ul style="list-style-type: none"> To create a consistent approach to the assessment of numeracy across our school To include learner voice in the assessment process to support independence and build capacity Create a Core Skills tracker for numeracy to track progress in learning and support children to identify their next steps in numeracy learning 	<ul style="list-style-type: none"> Add numeracy assessment is for learning strategies to our Assessment Toolkit. To identify effective approaches to including learner voice in the assessment process. The Assessment Toolkit was adapted in session 2023 to 2024 to include both numeracy and literacy assessment for learning strategies. The adapted toolkit will be used in session 2024 to 2025. 	<ul style="list-style-type: none"> Targeted and consistent assessment approaches to gather evidence of progress in learning Add monthly numeracy assessment data to new electronic tracker. 	Short Life Working Group		
<p>High Quality Numeracy Assessment used to support professional judgement of achievement of a level.</p>	<ul style="list-style-type: none"> Consistent use of High Quality Assessments to gather evidence of learner progress. To use these assessments for Moderation of Maths and Numeracy in session 2024 to 2025. 	<ul style="list-style-type: none"> Gathering robust data to support teacher judgement of progress and attainment of a level. To increase attainment in numeracy - 90% or above for Early, First and Second Level 	<p>All teachers to use High Quality Assessment for numeracy once a term = 3 times per year.</p>		
<p>To use the feedback gathered from teachers to improve the Digital Learning Hubs going forward.</p> <p>To continue to build teacher confidence and skills in using technology to enhance teaching and learning.</p> <p>Create opportunities for P7 teachers to share their approaches to Empowered Learning across our learning community</p>	<ul style="list-style-type: none"> Provide appropriate digital professional learning to ensure all staff can use relevant digital platforms and tools Use feedback to improve our Digital Learning Hubs P7 teachers to meet 3 x per year to share approaches to Empowered Learning across our learning community 	<ul style="list-style-type: none"> 6 x 1 hour sessions allocated to explore the use of technology to improve teaching and learning 3 sessions to support Empowered learning across our learning community. 	<ul style="list-style-type: none"> Learning Hubs - 6 x 1 hour sessions WTA - (6 hours) Support from Digital Learning Team 		
<p>To continue to build opportunities for sharing classroom practice and peer observation as part of our school self evaluation process.</p>	<p>Review our Quality Improvement Calendar to include shared classroom learning and peer observation throughout the school year.</p> <p>To include pupil voice in our lesson feedback conversations next session to support children to talk about their learning and the experiences and approaches that help them to learn.</p>	<p>To share classroom learning to build capacity and share effective approaches and strategies across our school.</p> <p>To increase pupil confidence in talking about their learning.</p> <p>To use pupil voice to improve teaching and learning in the classroom.</p>	<p>Review our Quality Improvement Calendar in June 2024 to share in August 2024.</p>		

<ul style="list-style-type: none"> To gather robust data to support teacher judgement of achievement of a level in writing 	<ul style="list-style-type: none"> Review our approach to moderation using teacher feedback from session 2023 to 2024 	<ul style="list-style-type: none"> Create a moderation guide to support teaching staff. Adapt and simplify our current writing criterion scale. 	<p>Moderation Guide to be created and shared based on the feedback from teaching staff.</p> <p>To be completed by October 2024. Review and use of new criterion scale by October 2024.</p>		
<ul style="list-style-type: none"> To continue to allocate time in our WTA to support teachers to plan collaboratively. 	<p>Continue to support teaching staff to plan collaboratively in planning pairs/trios.</p> <p>To add individual support and differentiated learning approaches to weekly class plans.</p> <p>To collate and share resources created as part of collaborative planning to build a collective resource to support curriculum planning.</p>	<ul style="list-style-type: none"> Improving the quality of teaching and learning resources Reduce teacher workload Build capacity within the staff team 	<p>Weekly 1 hour collaborative planning time allocated as part of our WTA.</p>		
Outcomes QI 2.2 Curriculum	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
<p>Culturally inclusive planning questions will be shared and added to our responsive IDL planners to support planning from August 2024.</p> <p>To create a Culturally inclusive planning resources to support culturally inclusive IDL planning across our school.</p> <p>Support learners to gather evidence of their own learning using a Learning Detectives approach.</p>	<ul style="list-style-type: none"> Adapt our responsive curriculum planners to include culturally inclusive planning question The Short Life Working Group with work in partnership with the CEC Inclusion Co-ordinator to create a resource that can be adapted and shared to support teachers with culturally inclusive planning linked to Global Goals. Create an approach to support children to gather evidence of their own learning. 	<ul style="list-style-type: none"> A more relevant curriculum offer that meets the needs of our diverse learning community Children are more aware of their own learning progress. 	<p>Short Life Working Group</p>		
Outcomes QI 3.2 Raising Attainment and Achievement	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
<ul style="list-style-type: none"> Termly Tracking and Attainment meetings to track attainment and interventions to support learner progress Include EYP and PSA in Planning and Attainment meetings Allocate time in our WTA to engage with the new CEC electronic tracking system. 	<ul style="list-style-type: none"> To monitor the attainment of all learners to ensure progress in learning. Create a team around the child to support both wellbeing and attainment. Introduce an electronic tracking system. 	<ul style="list-style-type: none"> Review impact of interventions on progress and engagement To build the support team around the child. Improved tracking system 	<p>Session 2024 to 2025</p>		

Outcomes QI 3.2 Overall quality of learners' achievement	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
<ul style="list-style-type: none"> • To continue to monitor and track wider achievement to increase learner participation. • To continue to build partnerships locally to increase the diversity of the clubs and activities we offer • To clearly link Master Classes to the skills for learning, life and work. 	<ul style="list-style-type: none"> • To monitor opportunities for wider achievement and work with families to support participation. • To use our recently created Master Class skills sheet to make skills links clear and to encourage learners to identify and develop a wider range of skills. • Continue to gather Wider Achievement data and plan interventions and supports to encourage wider participation, including children with ASN. 	<ul style="list-style-type: none"> • To support all learners to develop new skills and interests • To increase opportunities for wider achievement through community partnerships. 	HT , DHT and PT to track, monitor and share Wider Achievement data termly.		

Improvement Priority 2	<div> <div> QI 3.1 Ensuring Wellbeing, Equality and Inclusion </div> <div> <p>Short term</p> <p>All staff have access to support and resources for their own wellbeing and that of their learners.</p> <p>HWB planning and next steps are based on robust self-evaluation.</p> <p>Collaboration and participation are central to shaping our HWB priorities.</p> <p>Health week is planned to support all learners to try new activities and enjoy being active.</p> <p>Medium term</p> <p>Appropriate supports and resources are identified and used to meet specific needs of children and their families.</p> <p>Approaches to increasing physical activity are in place in our school, Daily Mile, PE, Sports Clubs, Girl's Basketball.</p> <p>Attainment and wider achievement are monitored and data is used to plan support and interventions.</p> <p>Relationships, Sexual Health and Parenthood Resource is fully implemented across our school.</p> <p>To achieve the Silver Rights Respecting Schools Award.</p> <p>Long Term</p> <p>Staff feel skilled and confident to meet learners HWB needs across the 4 contexts for learning</p> <p>All learners, and staff, demonstrate greater resilience and children use the resilience strategies to support their own wellbeing.</p> <p>Achieve Rights Respecting Schools Gold Award</p> </div> </div>		
Person(s) Responsible	Lynn Brand Fiona Chadwick Jade Anderson		
Next Step from Standards and Quality Report	<p>Continue to embed children's rights across all aspects of our work.</p> <p>Work towards achieving our Rights Respecting Schools Silver Award (June 2024)</p> <p>To build on the success of the Equalities Group and create opportunities to share the work of Equalities Groups across our JGHS learning community.</p> <p>To continue to use a Short Life Working Group approach to include all staff in school improvement planning for continuous improvement.</p> <p>To increase opportunities for pupil leadership.</p> <p>Use the language of resilience to support and identify effective strategies to positively impact wellbeing.</p> <p>Increase awareness of the cultural diversity of our school community.</p> <p>To increase attendance at school for all children.</p> <p>To recognise the needs of our care experienced children and monitor interventions and supports.</p>		
NIF Priority	<p>Improvement in children and young people's health and wellbeing.</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	HGIOS 4 QIs	<p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching & Assessment</p> <p>2.4 Personalised Support</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>QI 3.2 Overall quality of learners' achievement</p> <p>QI 3.2 Raising Attainment and Achievement</p>

Outcomes	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
3.1 Ensuring Wellbeing, Equality and Inclusion					
<ul style="list-style-type: none"> To continue to embed children's rights across all aspects of our work. To continue to make the Rights Respecting Schools Group sustainable and fully child led. To continue to develop a rights based approach across our campus - nursery to P7. 	<ul style="list-style-type: none"> Silver Award accreditation visit on 11/6/2023 - we achieved the UNICEF Silver Rights Aware Award. Campus Short Life Working Group To work with nursery colleagues and families across our campus to find out what they would like to know/ learn about UNCRC. 	<ul style="list-style-type: none"> Increased awareness of UNCRC and children's rights across our campus. Opportunities for pupil leadership to impact school improvement priorities. 	Short Life Working Group 		
<p>Build resilience in our children through engagement in the Edinburgh Resilience Programme.</p> 	<ul style="list-style-type: none"> Resilience Programme - 3 year cycle. Year 1 across Nursery to P7 	<ul style="list-style-type: none"> Support the children to use the language of resilience to identify strategies to support their wellbeing. 	Resilience Assemblies 3 per year		
<ul style="list-style-type: none"> To continue to promote cultural celebrations throughout the school year and to provide additional support for children who are fasting and praying during the school day. To consider how we share the work of the Equalities group with our school and learning community. Explore opportunities to link with the Equalities Groups in our JGHS learning community. 	<ul style="list-style-type: none"> Update our Celebration Calendar for session 2024 to 2025 Children in the Equalities Group will have opportunities to lead learning through planning and creating activities and experiences to support cultural inclusion within the context of our celebration assemblies. Create a termly Equalities SWAY to share the work of our Equalities Group with our school community. To link with Equalities Groups in our Learning Community. Organise and showcase a Learning Community Equalities Event 	<ul style="list-style-type: none"> Increase the awareness of the cultural diversity in our school community Create opportunities for children to lead learning To increase wider engagement in the work of the Equalities Group across our learning community 	Equalities Group meet for 1 session per week during the school day.		

Care Experienced Outcomes  the promise scotland	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
<ul style="list-style-type: none"> As a school we recognise the needs of our care experienced pupils and track attendance and attainment to support relationships, belonging, attainment and wellbeing The Promise Scotland	<ul style="list-style-type: none"> Supports and interventions monitored for impact Key adult for all Care Experienced learners (PSO) Teachers are aware of who the Care Experienced children are in their class 	Tracking and monitoring attendance and attainment and implementing intervention strategies to support individual learners.	Tracking and Attainment meetings include tracking learners who are Care Experienced. 3 meetings per session		
Attendance	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
<ul style="list-style-type: none"> To continue to look at the support offered to our children and their families by linking with partner agencies to increase attendance at school. Targeted support for all children with attendance below 85% 	<ul style="list-style-type: none"> Pupil Support Officer to meet monthly with head teacher to identify additional personalised support and build on existing partnerships to improve attendance 	<ul style="list-style-type: none"> Data gathered to monitor impact of interventions to increase attendance at school Reduced number of children with overall attendance below 85% 	Monthly meeting to monitor attendance for all children below 85% and review targeted support.		

Improvement Priority 3	QI 2.5 Family Learning <u>Short Term</u> <ul style="list-style-type: none"> • Survey all parents to gather feedback on communication as this was identified as a next step in our Family Learning Survey. • To use data gathered to create more family learning opportunities - Family Fridays <u>Medium -Term</u> <ul style="list-style-type: none"> • Improve our family learning approaches • To review how we share information about children’s learning with parents and carers. • To review the information parents need when they are new to our school community and improve communication <u>Long -Term</u> <ul style="list-style-type: none"> • Increase opportunities for family learning across our school • To build on and improve partnerships across our school community 		
Person(s) Responsible	Hazel Dripps Lynn Brand		
Next Step from Standards and Quality Report	<p>Survey all parents/cares to see how we can improve communication between home and school.</p> <p>Develop additional opportunities for parent/carers to engage in their child’s learning.</p> <p>Continue to work in partnership with the Parent Council to plan for school improvement.</p> <p>Meet the needs of our school community.</p> <p>Support families who are new to our school.</p> <p>To build on the success of Stay and Play.</p>		
NIF Priority	<p>Improvement in in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	HGIOS 4 QIs	<p>1.1 Self-evaluation for self-improvement</p> <p>1.3 Leadership of change</p> <p>2.5 Family learning</p> <p>2.7 Partnerships</p>

Outcomes Q1. 2.5 Family learning	Tasks/ Interventions	Impact	Timescale	Progress January 2025	Progress May 2025
<p>Family Fridays to be introduced next session to support family learning and engagement building on the success of Stay and Play in P1 and P2.</p> <p>Engage with all stakeholders to plan a consistent approach to sharing progress in learning with families.</p>	<p>To create a clear plan for Family Fridays and communicate this approach across our school community.</p> <p>To review our use of Learning Journals and Teams. Engage all stakeholders in consultation process.</p> <p>Create a virtual classroom to support family learning.</p> <p>Share our recently created Family Learning Strategy.</p> <p>Create a parent/carer skills data base.</p>	<p>Implement a consistent approach to family learning and engagement across our campus.</p> <p>Views of parents and carers used to inform our approach to family learning and engagement.</p>	<p>Survey all parents and carers to gather information to improve home/school communication August 2024</p> <p>Short Life Working Group</p>		
<p>Working in partnership with EPOL to provide English learning classes for parents in our school community.</p> <p>We are the first school in Edinburgh to work with EPOL to provide English learning classes for parents in our school community.</p>	<ul style="list-style-type: none"> • Work in partnership with EPOL to provide English classes for parents during the school day. • Use feedback from parents to improve classes for next session. • To identify effective approaches to sharing information to increase attendance at EPOL classes. 	<p>Meeting the learning needs of our school community.</p>	<p>August 2024 to June 2025</p>		