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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

**PRIORITY:**

To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

**ELC ACTION PLAN**

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\*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSSED ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING



## Calderwood Primary

### CONTEXT & FACTORS

#### PRIORITY:

To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.



WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS **CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?**

### SCHOOL (LEARNERS)

- West Lothian’s newest school community.
- The previous 3 years have brought significant changes due to the growth of the community. Year 4 will bring the opening of the extension.
- Successful transition VSE in October 2021 and school and nursery VSE in May 2023, with clear next steps for improvement.
- In session 2023/24 we participated in the West Lothian Inclusion and Support Plan process.
- Through self evaluation process, quality assurance approaches, and focus groups dialogue – we have created our 2024/ 24 school improvement plan.

STANDARDS AND QUALITY REPORT

[Click here](#)

### LOCAL AUTHORITY & CLUSTER

- Moving Forward in Your Learning Guidance
- Literacy and Numeracy West Lothian Priorities, HWB
- Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
- Transforming Your Council
- [Corporate Plan](#)
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Equity Team and additional allocations, Pedagogy Team

### NATIONAL

- Moderation Cycle and Assessment
- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding/Equity Audit
- How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality Framework for day care of children
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence Refresh
- Realising the Ambition
- Developing Scotland’s Young Workforce
- Child Protection Procedures
- GTCS professional standards and professional update 2021
- Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
- UNCRC
- Presumption to provide education in a mainstream setting 2019
- Support for Learning: All our Children and All their Potential (ASL Review) 2020



## Calderwood Primary

### VISION & VALUES

**PRIORITY:**  
 To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.



### HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

#### SCHOOL VISION

##### Beyond the Dream

*Believing in me, inspiring each other, achieving together.*

#### SCHOOL VALUES

- Caring
- Resilience
- Integrity
- Belonging

#### CURRICULUM RATIONALE

- Grow a cohesive community.
- Build an aspirational learning environment.
- Create excellent learning and teaching.
- Develop an inspirational curriculum.

Our overarching priority aims to ensure that our learning, teaching and assessment approaches align with the vision, values and aims of our Calderwood community.

Our priority will ensure that approaches to learning, teaching and assessment are strengthened through collaboration, creativity and consistency.

[Click here to read our Curriculum Rationale.](#)

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



## Calderwood Primary

### SUPPORTING DATA

**PRIORITY:**  
 To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.



### WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

#### DATA ANALYSIS STATEMENT:

#### TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

<i>Approaches to learning, teaching and assessment demonstrate inconsistencies across clans.</i>	<i>Champion &amp; Pupil Groups</i>	<i>Learning Walk</i>	<i>QI Feedback</i>
<i>The majority of clans are differentiating through product, with inconsistent approaches to process, content and environment strategies.</i>		<i>Learning Walk</i>	<i>QI Feedback</i>
<i>Champions requested to develop approaches to consistent and progressive feedback approaches, including target setting.</i>	<i>Champion Self Evaluation</i>	<i>Profiling Quality Assurance</i>	<i>Pupil Ethos Survey</i>
<i>Develop children's confidence to share their learning journey, including strengths and next steps.</i>	<i>Pupil Groups</i>	<i>Learning Walk</i>	<i>QI Feedback</i>
<i>Opportunities to moderate learning, teaching and assessments approaches. VALUES ????</i>	<i>Champion Self Evaluation</i>	<i>Learning Walk</i>	

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

YEAR: 2024-2025



## Calderwood Primary

### ACTIONS & INDICATORS

#### PRIORITY:

To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.

Action Plan 1: Inclusive Learning Environments



### WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

#### FUTURE ACTIONS:

Make the vision and Values visible with-in school and clans

Moderate the impact of inclusive environments CLPL.

Break-out areas to continue to be developed through new resources and looking at making effective use of the space available

Professional learning around the educational products/programmes currently used by the school

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

#### PLANNED ACTIONS:

1 Launch our vision and values with clans and families. SLT Aug - Sept

2 Embed our shared expectations from the Circle Document, when setting up our new clan spaces and break out areas, including learning walls. SLT & Teaching Champs Aug - Sept

3 Opportunities to moderate clan room environments across stages within a level. Teaching Champs September CAT

4 Engage in CLPL on differentiation – inclusive and equitable learning environments. Teaching Champs Equity Champs September Moderation 1

5 Establish, develop and resource new learning spaces due to the extension. SLT, children & Teaching Champs October CAT

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMEDIATELY - ORDERED BY IMPORTANCE.

#### SUCCESS/IMPACT INDICATOR:

Children, champions and families – recognise and understand our vision and values.

Almost all clan rooms will meet the needs of almost all children.

Consistencies of the physical environment across a stage, including availability and access to resources.

Champions will demonstrate confidence in creating inclusive and equitable learning environments.

Shared expectations and increased confidence from children and champions in using different learning spaces across Calderwood.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

#### RAG:

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REVIEW SUCCESS



## Calderwood Primary

### ACTIONS & INDICATORS

#### PRIORITY:

To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.

Action Plan 2: Connection & Feedback



### WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

#### FUTURE ACTIONS ACTIONS:

Opportunities to moderate the impact of feedback CLPL and consistent approaches

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

#### PLANNED ACTIONS:

6 Through CLPL, explore and develop an understanding of Learning Intentions and Success Criteria. SLT & Teaching Champs October Inservice

7 Create a 'Connection slide' detailing the elements to share with a clan at the beginning of a learning experience. SLT & Teaching Champs October Inservice

8 Develop a shared approach to target setting and implemented. SLT & Teaching Champs Nov

9 Through CLPL, explore and develop an understanding of feedback, to ensure consistent and progressive approaches to feedback. Teaching Champs Nov CAT 3 & Dec CAT 4

10 Explore and implement equitable approaches to feedback. Equity Champs Oct - Dec

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

#### SUCCESS/IMPACT INDICATOR: RAG:

Almost all champions report they have an informed understanding of learning intentions and success criteria.

Children can confidently discuss what they are learning, how they know they will be successful and why they learning the concept.

Through jotters, Seesaw and Teams children will confidently share their achieved targets and next steps.

Almost all jotters using the agreed approaches. Children can confidently discuss their progress in learning.

Almost all jotters using the agreed approaches. Children can confidently discuss their progress in learning.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES. REVIEW SUCCESS



## Calderwood Primary

### ACTIONS & INDICATORS

**PRIORITY:**  
 To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.

*Action Plan 3: Formative Assessment & Differentiation*



### WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE **SPRINT ACTIONS** - ACHIEVABLE WITHIN **TERM 3**. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

#### FUTURE ACTIONS ACTIONS:


BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

#### PLANNED ACTIONS:

●		
●		
●		
●		
●		

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

#### SUCCESS/IMPACT INDICATOR:


CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

#### RAG:


REVIEW SUCCESS

YEAR: 2024-2025



## Calderwood Primary

### ACTIONS & INDICATORS

**PRIORITY:**  
 To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.

*Action Plan 4: Coaching & Curiosity*



### WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

#### FUTURE ACTIONS ACTIONS:


BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

#### PLANNED ACTIONS:

●		
●		
●		
●		
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DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

#### SUCCESS/IMPACT INDICATOR:


CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

#### RAG:


REVIEW SUCCESS

YEAR: 2024-2025





## Calderwood Primary

A CURRICULUM  
for EXCELLENCE

### PRIORITY:

To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.



### HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

#### LEARNERS:

- 5 Enthusiasm and motivation for learning
- 6,9 Determination to reach high standards of achievement
- Openness to new thinking and ideas
- Use literacy, communication and numeracy skills
- 5 Use technology for learning
- Think creatively and independently
- 5 Learn independently and as part of a group
- Make reasoned evaluations
- 6,7,9 Link and apply different kinds of learning in new situations

#### INDIVIDUALS:

- Self-respect
- A sense of physical, mental and emotional well-being
- 1 Secure values and beliefs
- 1,9 Ambition
- 5 Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Assess risk and make informed decisions
- 6,7,8,9 Achieve success in different areas of activity

#### CITIZENS:

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life
- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- 9 Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues
- Make reasoned evaluations

#### CONTRIBUTORS:

- An enterprising attitude
- Resilience
- Self-reliance
- 5 Communication in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

(IDENTIFY  1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)



## Calderwood Primary

### QUALITY INDICATORS

#### PRIORITY:

To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.



### HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

#### 1.3 Leadership of change

- 1 Developing a shared vision, values and aims relevant to the school and its community
- 2 Strategic planning for continuous improvement
- 3, 4, 5 Implementing improvement and change

#### 2.2 Curriculum

- 1 Rationale and design
- 5, Development of the curriculum
- Learning pathways
- 8, 9, 10 Skills for learning, life and work

#### 2.3 Learning, teaching and assessment

- 1, 4, 5 Learning and engagement
- 1, 5 Quality of teaching
- 6, 7, 8, 9, 10 Effective use of assessment
- Planning, tracking and monitoring

#### 3.1 Ensuring wellbeing, equality and inclusion

- 1 Wellbeing
- Fulfilment of statutory duties
- 2, 3 Inclusion and equality

#### 3.2 Raising attainment and achievement

- Attainment in literacy and numeracy
- Attainment over time
- 1, 5 Overall quality of learners' achievement
- 4, 10 Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

2.2: Curriculum

2.4: Personalised Support

2:5 Family Learning

(IDENTIFY  1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)



# SCHOOL IMPROVEMENT PRIORITY



## Calderwood Primary

### NATIONAL IMPROVEMENT FRAMEWORK

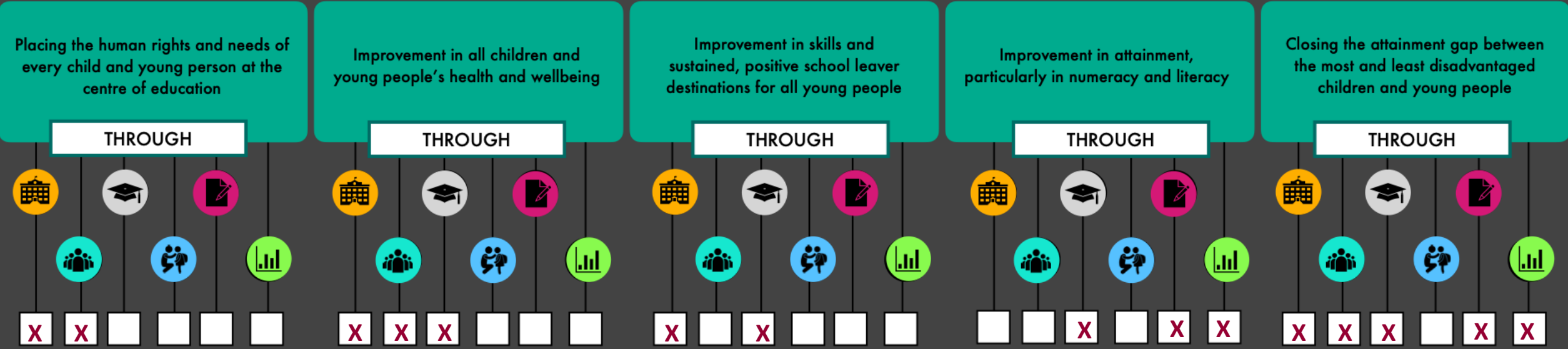
#### PRIORITY:

To ensure consistent high-quality learning, teaching and assessment approaches, experienced through inclusive learning environments.



### HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?

- SCHOOL AND ELC IMPROVEMENT
- SCHOOL AND ELC LEADERSHIP
- TEACHER AND PRACTITIONER PROFESSIONALISM
- PARENTAL ENGAGEMENT
- CURRICULUM AND ASSESSMENT
- PERFORMANCE INFORMATION



(SELECT  NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2024-2025



### BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE **IMPORTANT TO NOTE?**



#### YEAR2

- Embedding learning, teaching and assessment approaches.
- Specific learning, teaching and assessment approaches for literacy and numeracy.

#### YEAR3

- Curriculum planning.

#### YEAR4

Empty box for Year 4 notes.

(YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link



[Click here](#)

to view our ELC Action Plan.



All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  [Click here to read.](#) to view our PEF Summary and find out more about our use of funding.