

East Craigs Primary School

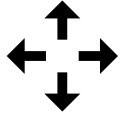


School and Early Years Improvement Planning Session 2026-27

At East Craigs we are committed to being the best we can be.



School Information

School Name	East Craigs Primary School	
Head Teacher	Pamela Briggs	
Link QIO	Janice Watson	
Vision	<i>At East Craigs we are committed to being the best we can be.</i>	
Values	Caring 	Curious 
	Courageous 	Creative 

East Craigs Three-Year School Plan for Improvement

Quality Indicator	2024-25	2025-26	2026-27
1.3	Shared Vision, Values and Aims Strategic Planning for continuous Improvement Implementing improvement and change	Shared Vision, Values and Aims Strategic Planning for continuous Improvement Implementing improvement and change	Shared Vision, Values and Aims Strategic Planning for continuous Improvement Implementing improvement and change
2.3	Learning and Engagement Quality of Teaching Effective use of assessment Planning, Tracking and Monitoring	Learning and Engagement Quality of Teaching Effective use of assessment Planning, Tracking and Monitoring	Learning and Engagement Quality of Teaching Effective use of assessment Planning, Tracking and Monitoring
3.1	Wellbeing Fulfilment of statutory duties Inclusion and equality	Wellbeing Fulfilment of statutory duties Inclusion and equality	Wellbeing Fulfilment of statutory duties Inclusion and equality
3.2	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners	Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners

Other QIs	2.2 Curriculum • Rationale and design • Development of the curriculum • Learning Pathways • Skills for learning, life and work 2.4 Personalised Support • Universal support • Targeted support • Removal of potential barriers to learning 2.6 Transition • Arrangements to support learners and their families • Collaborative planning and delivery • Continuity and progression in learning 2.7 Partnerships • Collaborative learning and improvement • Impact on learners 3.3 Increasing creativity and employability • Creativity skills • Digital innovation • Digital literacy	2.2 Curriculum • Rationale and design • Development of the curriculum • Learning Pathways • Skills for learning, life and work 2.4 Personalised Support • Universal support • Targeted support • Removal of potential barriers to learning 2.5 Family Learning • Engaging families in learning • Early intervention and prevention 2.7 Partnerships • The development and promotion of partnerships 3.3 Increasing creativity and employability • Creativity skills • Digital innovation • Digital literacy	2.2 Curriculum • Rationale and design • Development of the curriculum • Learning Pathways • Skills for learning, life and work 2.4 Personalised Support • Universal support • Targeted support • Removal of potential barriers to learning 3.3 Increasing creativity and employability • Creativity skills • Digital innovation • Digital literacy • Increasing employability skills.
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School Improvement Priority 1: Learning and Teaching

Priority 1	Learning and Teaching
Person(s) Responsible	Pamela Briggs (HT) Lisa Bradley (DHT) Hannah Treanor (Working Party Lead)
Next Steps from Standards and Quality Report 25-26	• Embed the newly developed Formative Assessment Toolkit as part of daily learning and teaching in all classes. • Ongoing development of Teaching Sprints model with a focus on feedback, retrieval and digital learning. • Further develop confidence and innovative digital learning practices using CEC progression pathways. • Continue to develop learner's voice through engagement in learning conversations. • Focus on moderation and assessment processes within writing. • Embed Retrieval practice in literacy and numeracy as part of daily learning and teaching, and further build on retrieval opportunities across the curriculum.
HGIOS 4 Qis	• 1.3 • 2.3 • 3.2 • 3.3
NIF Priorities	• Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in achievement, particularly in literacy and numeracy.

Priority 1: Learning and Teaching

Outcomes (what does success look like?)	Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Measurements (how will you know?)
- Following further professional learning in session 25-26 consistent use of formative assessment strategies in all classes. - Teaching Trios model for Teaching Sprints is fully embedded. All teaching staff and support staff are actively engaged in ongoing collaborative reflection, leading to continuous improvement of learning experiences across the school. - A range of feedback strategies are used effectively in all classes to move learning forward,	- In session 25-26, the working party developed and piloted a formative assessment toolkit. A focus on rolling this out is required to ensure consistency. - Teaching staff continue to build understanding of the impact of feedback on learning. - Attainment data across the school and jotter sampling indicates an increased need for writing moderation to ensure confidence in professional judgement.	- Continued protected time and targeted support to ensure core learning and teaching approaches are embedded in all classes (WTA) - All teaching and support staff engage in Teaching Sprint professional learning model. - Staff continue to access and apply relevant findings from educational research to improve practice linked to feedback, retrieval and digital learning e.g. <i>EEF key findings, core professional reading texts, Formative Assessment and digital</i>	- Updated Learning and Teaching Policy to be shared with all staff. (Aug 2026, SLT) - Learning and Teaching induction for new/returning staff. (Aug 2026, SLT) - Learning and Teaching Working party group to review actions from 25-26 and create Rapid Action Plan (August 2026) - New Teaching Sprint teams established (August 2026) - Teaching sprint trios to engage in practitioner enquiry based on practical strategies for	Impact Week- including attainment data, focus groups, lesson observations, jotter moderation. Milestone meetings and Pupil Tracking updates. Professional dialogue – Teaching Sprints, CATS, PRDs Learning conversations with pupils Tracking and monitoring Quality Assurance Calendar Feedback from parents/carers

• In all classes, learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they can do to improve. • Processes for the moderation of writing are effective and consistently use benchmarks and a range of evidence to make professional judgements. • In all classes, retrieval practice is used as part of daily literacy and numeracy lessons. • CEC digital progressions are used consistently in all classes to enhance learning and teaching experiences. • Learners in all classes are able to articulate	• Where retrieval practice has been piloted, the impact on learners has been positive. Now this practice needs to be in place in every class for literacy and numeracy. • In session 25-26, digital learning opportunities were enhanced. This is an ongoing improvement priority to ensure digital tools are an integral part of learning and teaching.	<i>strand of Edinburgh's Teachers' Charter.</i> • Provide increased opportunities for staff to observe and reflect on high-quality learning and teaching within East Craigs and across Learning Community. • All learners to have individual literacy and numeracy/ maths targets which are discussed and revisited each term. • Consistent understanding the purpose of feedback through collaboration, moderation and professional engagement. • All learners will receive effective feedback in literacy and numeracy learning which supports further progress and next steps.	retrieval, feedback and digital learning. Trios led by members of Learning and Teaching working party. (Ongoing) • P7 Learning Leaders to be appointed and contribute to working party Rapid Action plan (annually) • 'Unlock the Learning' assembly foci linked to child-friendly charter led by pupil learning and teaching leaders (Ongoing) • Planned opportunities for moderation and quality assurance of writing across the curriculum (4 x yearly) • Digital learning strategy reviewed and professional	Parent Council Meetings Planned moderation in writing.
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their strengths and next steps in writing.		• Where appropriate, learners will have daily opportunities to use digital tools to enhance their learning. • Regular, planned opportunities for moderation in writing will help to build confidence in informed professional judgements of a level. • Daily retrieval practice in literacy and numeracy will help to scaffold new learning.	learning offer to include drop-ins, CAT sessions, team teaching.	
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Self-Evaluation Priority 1: Learning and Teaching

Self-Evaluation Review	What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are our next steps?
Impact Fortnight November				
Impact Fortnight March				
May 2027				

Improvement Priority 2: Curriculum

Priority	Curriculum Development (Year 2)
Person(s) Responsible	• Pam Briggs (Head Teacher) • Louise Clouston (Depute Head Teacher) • Lucy Donaldson (Acting Principal Teacher)
Next Steps from Standards and Quality Report 25-26	• During Session 26-27, P4-7 learners will engage in Education Scotland Learners Profiles • Continue work on curriculum design in line with Education Scotland findings. • Curriculum based on school values, concepts and big question approach. • Curriculum Sprint using Teaching sprint model to share good practice • Termly whole school values-based focus. Term 1 – Caring, Term 2 – Courage, Term 3 – Creativity, Term 4 – Curiosity • Explore ‘windows and mirrors’ approach to curriculum to ensure all learners can see themselves and others in their curriculum. • Further develop opportunities for learners to engage in courageous decision making and change as part of journey towards UNCRC Gold Rights Respecting School Award.
HGIOS 4 Qis	• 1.3 • 2.2 • 2.4 • 2.5 • 2.7 • 3.1 • 3.3
NIF Priorities	• Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in attainment, particularly in literacy and numeracy.

Priority 2: Curriculum

Outcomes (what does success look like?)	Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Measurements (how will you know?)
- There is a clear rationale for curriculum design which is underpinned by school values and UNCRC. - Real, purposeful connections are made across the curriculum to ensure that learners make progress and engage well in learning experiences. - All learners play an active role in driving and developing the curriculum. - Curriculum is progressive and builds on prior learning.	- Teaching staff have a growing understanding of the Education Scotland curriculum reform development work. - Curriculum should be planned based on prior learning, knowledge of learners and potential barriers and misconceptions. - Ensuring all learners have access to high quality and engaging learning across all areas of the curriculum. - Big question pilot in Session 25-26 had positive impact on a small number of	- Working party continues focus on curriculum development - Clear purpose and rationale for curriculum delivery developed with staff, learners and the wider community. - Balance of whole school and stage specific curriculum design opportunities which are planned carefully across the year. - Increased awareness of effective practice in curriculum design utilising Education Scotland CLPL.	- Continue to develop curriculum through Curriculum Working Party (August 2026) - Working party to base Rapid Action Plans for session 26-27 on year 1 pilot outcomes. (August 2026) - Plan for 4 whole school IDL Big Question approaches based on school values in session 26-27. (Ongoing) - All teaching staff to engage in professional learning using a core text, 'Monkey Proof Box' to stimulate discussion, reflection and identification of next steps. (Ongoing)	- There will be a clear rationale for curriculum design at East Craigs Primary. - Attainment and planning meeting allow for quality assurance and moderation - SLT/peer learning observation. - Impact Fortnight - Unlock the learning conversations. - Use ladder of participation to evaluate learner engagement. - Digital tools will be used effectively to enhance learning experiences.

• The dedicated work on school vision and values will underpin the curriculum design • Our community links and partnerships will enhance the curriculum offer for all learners. • Learners have access to a broad, balanced curriculum. • Curriculum will be accessible for all with reasonable adjustments and considerations to flexible pathways. • Feedback from learners, staff and parents/carers influence decision making and design. • Continue to embed outdoor learning as a core provision for all learners, and an enhanced flexible support for targeted individuals.	classes. This approach now needs to be used across all classes. • While meta-skills have been introduced at leadership academies, they are not embedded and learners do not have confidence in using language around skills. • Values should continue underpin curriculum rationale. • CEC digital progression and computer science pathways have been introduced and now need to be embedded for all learners. • Learners come to school with a variety of experiences and the curriculum needs to reflect this.	• Regular, planned opportunities for parents/carers to attend curriculum workshops and sharing learning events to increase engagement and participation. • Consider the needs of all learners and plan innovative supports and strategies to ensure progress for all. • Big Questions and Big Ideas (concepts) can be used to plan innovative curriculum learning. This now needs to be built into the East Craigs curriculum rationale. • Professional learning based around 'Monkey Proof Box' will be planned effectively to stimulate conversation,	• All class teachers consider the yearly overview to ensure breadth, balance and connections (August 2026) • Working party to engage with learning community schools to gather examples of good practice including Hillwood and Roseburn Primary (Sept 2026) • Inservice Day focussed on Curriculum immersion (Inservice Day 2 and 3). Consider an external speaker. • Working party to support all teaching staff to use a Big Question/Big Idea approach in at least 2 curriculum IDLS during Session 26-27. (Term 2 and 3) • School assemblies have clear focus on skills, concepts and values. • Through medium- and long-term planning	• Pupil, parent, staff feedback reflects curriculum underpinned by values. • Curriculum tracking for identified areas of the curriculum to ensure progression, pace and challenge. • Flexible pathways meet learners' needs through GIRFEC processes. • P4-7 learning profiles. •
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• A focus on sustainability and equalities permeates the curriculum. • All staff will have a cohesive understanding of protective characteristics and will consider these in curriculum design.	• Parents/carers have increased opportunities to engage in learning and this needs to be enhanced further in partnership with Parent Council. • There are high levels of engagement where whole school focus IDL work takes place. This needs to be planned in advance and use the Big Question and Concepts approach.	collaboration, and reflections on curriculum design. • Continue to utilise the support and expertise of learning community colleagues to design a curriculum that reflects the unique features of the East Craigs community.	sessions, Senior leaders facilitate professional collaboration on curriculum development. (Termly) • Working party continue to explore good practice approaches to using learner voice in planning curriculum (floor books, big questions, talking tubs) (Ongoing) • Working party feedback to teaching staff team (May 2027) • A clear draft digital strategy to support learning and teaching shared with all staff enhanced by new progression pathways (October 2026) • Attainment meetings allow for discussion around curriculum engagement, achievement and opportunity (Termly) • Senior leaders to consider and develop	
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			tracking approaches to wider curriculum progress. (October 2026) • Development of alternative curriculum pathways for learners to ensure support, pace and challenge and progression (Learning Community Plan 26-27) • Working party explore East Craigs community links (September 2026) to enhance curriculum entitlement further • Termly opportunities for parents/carers to engage in learning – Meet the Teacher, shared learning, stage assemblies, performances (ongoing) • Draft curriculum rationale agreed (May 2027) • Learners in P4-7 will engage in new Education Scotland Learner profiles (March 2027) • DHT working with colleagues across city on	
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			new Equalities policy (June 2027)	
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Self-Evaluation Priority 2: Curriculum

Self-Evaluation Review	What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are our next steps?
Impact Fortnight November				
Impact Fortnight March				
May 2027				

School and Nursery Improvement Priority 3: Inclusion

Priority	Inclusion
Person(s) Responsible	Pam Briggs (Head Teacher) Lisa Bradley (Depute Head Teacher) Helen Cormack (Principal Teacher/Depute Head Teacher) Rhona McLeod (Early Years Officer)
Next Steps from Standards and Quality Report 25-26	• EAL training for all staff including nursery, support and teaching staff. • Continue to develop inclusive learning spaces and share good practice across nursery and school. • Further develop effective transitions for learners at key stages including nursery – P1, P7- S1 and stage to stage. • Ensuring consistent approaches to meeting learning needs within the East Craigs Universal and Targeted offer with clear roles and responsibilities. • Development of a Support for Learning 'faculty', with clear roles and responsibilities for Senior Leaders, Support for Learning Teachers, Pupil Support Officer and Pupil Support Assistants, and representation from nursery team. • Develop further flexible pathways responsive to emerging need across nursery and school. • Consider fully the use of data in monitoring impact of universal, targeted and intensive interventions. • Develop a robust system for tracking learners who are working within Early Milestones to ensure pace, progression and challenge. • Further develop internal referral systems for targeted and intensive interventions.
HGIOS 4 QIs	• 1.2 • 1.3 • 2.4 • 3.1 • 3.2
NIF Priorities	• Placing the human rights and need of every child and young person at the centre of education. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in children and young people's health and wellbeing. • Improvement in skills and sustained, positive school-leaver destinations for all young people.

School and Nursery Priority 3: Inclusion

Outcomes (what does success look like?)	Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Measurements (how will you know?)
- EAL data will be accurate and carefully moderated to ensure accuracy. - Individual learners with barriers to learning will be carefully tracked to ensure impact and evaluation of interventions. - Nursery and School staff will be confident in using data to identify, support and evaluate interventions. - All staff will engage in high-quality CLPL which will impact learners directly. - Pupil Support 'Faculty' will ensure effective deployment of staff with clear and consistent remits.	- Staff confidence in supporting learners who have English as an Additional Language - Data across nursery and school highlight a rise in barriers to learning. - Range of data collected linked to individuals and cohorts of identified learners needs to be held in one place. - CEC priority around Inclusion and meeting the needs of learners through a context specific CLPL offer. - A large Support for Pupils cohort of staff in place. Now there is a need to ensure clarity over roles and responsibilities.	- Further CLPL and SLT support for all staff to support learners who have English as an Additional Language. - Data will be used to further inform supports, strategies and interventions. - A clear and robust system for holding a range of Inclusion data in one place. - Ongoing CLPL in line with CEC priorities – Inclusive practice, Visual support project, nurture etc. - Development of a 'Support for Pupils Faculty' with clear remits and roles. - Early Milestones will be tracked in a similar way to CFE levels. Use guidance from CEC	- EAL CLPL delivered by Inclusion Team EAL teacher. (September 2026) - EAL trackers will be updated termly and will form part of Milestone discussions. (Ongoing) - Through Milestone meetings, all staff will be supported to look at patterns and trends in data for individuals and cohorts of learners e.g. Care Experienced. (Ongoing) - Senior Leaders will review existing tracking systems to ensure that data for targeted and intensive supports is carefully monitored, moderated and evaluated. (Term 1 2026-27)	- EAL trackers will be accurate, moderated and up to date. - Milestone meetings - SEEMIS EAL Data - Tracking System developed for individuals and cohorts of learners - Impact Fortnight data - Pupil tracking - GIRFEC processes. - IEP evaluations - Pupil voice in GIRFEC processes. - Early milestone trackers. - Parental/carer feedback. - Impact of supports/strategies/ - Flexible pathways data - CIRCLE and Up Up and Away paperwork.

• Learners working within Early Milestones will make well planned progress which will be regularly evaluated. • Within the targeted offer at East Craigs, learners will have access to well-planned flexible pathways. • Key transitions will ensure learners requiring additional support are identified early and strategies are put in place. • All staff will have a robust understanding of Adverse Childhood Experiences. • All staff will have a robust understanding of protective characteristics. • All learners from nursery and school will be able to see themselves represented in their environment.	• A small number of learners are working through Early Milestones. These are currently not tracked. • With an increase in targeted and intensive supports, these now need to be carefully moderated for impact on individuals and cohorts. • A minority of learners require flexible pathways to meet their needs.	within Pupil Tracking system. • Introduce new referral system for play therapy, school counsellor and SFL interventions. • Further develop flexible pathways to meet a range of learners needs.	• Audit of Support for Pupil processes (September 2026) • HT and DHT/PT to develop a new 'Support for Pupils' Team. (October 2026) • Tri- weekly Support for Pupils meetings (Ongoing) • Early Level Audit of spaces using anti-racist walk toolkit resource (January 2027) • Within WTA and within nursery team meetings, CEC training on Visual Support Project and Inclusive Practice (Ongoing) • Learners working within Early Milestones will be tracked to ensure pace, progression and challenge (Ongoing) • Senior Leaders to develop a clear referral system for all targeted and intensive supports. (October 2026) • Support for Learning Teachers, PSO and	• Minutes from tri-weekly Support for Learning Meetings • Health and Safety meeting minutes including Behaviours of Concern data. • Class wellbeing folders.
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			DHT/PT to develop a programme of flexible pathways for East Craigs learners. (December 2026) • Continue to deliver parent programmes including 'Creating Confident Parents' run by Family Engagement Teacher and Pupil Support Officer. • Through health and safety meetings, behaviours of concern will be carefully reviewed and any next steps identified. (Termly) • Each class teacher along with EYO will keep a wellbeing folder for all learners. This will include wellbeing webs, pupil views, learning conversations and emotional check-in information.(Ongoing) • All nursery and school staff will engage in CEC mandatory equalities and anti-racism CLPL.(Ongoing)	
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School and Nursery Self-Evaluation Priority 3: Inclusion

Self-Evaluation Review	What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are our next steps?
Impact Fortnight November				
Impact Fortnight March				
May 2027				

Nursery Priority 1: Children's Voice

Priority 1	Children have regular opportunities to lead their own learning and be actively involved in the life of the setting.
Person(s) Responsible	Lisa Bradley (DHT) Rhona McLeod (EYO)
Next Steps from Standards and Quality Report 25-26	• Ensure children's views are listened to and that their views are acted on. • Develop processes to ensure children contribute meaningfully to the setting and influence choices and decisions about their learning • Develop our use of digital technology to enrich and support learning. • Continue to use Practitioner Sprints Model to include all nursery staff in continual improvement cycle. • Develop staff knowledge of UNCRC and to ensure children's rights are at the heart of all interactions.
Links to Qualities Framework:	Leadership: Leadership of continuous improvement, Leadership and management of staff and resources, Staff skills, knowledge, values and deployment. Children Play and Learn: Learning, teaching and assessment, Play, learning and development, Curriculum. Children thrive and develop in quality spaces: Children experience high quality spaces Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and child protection

Nursery Priority 1: Children's Voice

Outcomes (what does success look like?)	Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Measurements (how will you know?)
- Most children will be able to talk about their right to be heard. (Article 12) - All practitioners refer to relevant guidance and theory to support participation, rights-based approaches and professional discussion. 80% of N5 children (21/26) will independently use digital capture tools at least once a term to evaluate their own learning. 75% of children will influence planning and spaces through the use of the 'Child's Plan document'. 100% of children will have their voice	- Staff lack understanding and knowledge of the UNCRC and how they can implement Children's Rights within their daily practice. - The school/Nursery are working towards achieving the Gold Award for RRS. - Children are not actively involved in self-evaluation for improvement. - Big book is used inconsistently by all staff to gather children's views. - Moderation of Big Book show staff are not always acting on children's views.	- PRD process to identify RRS leaders within the team. - Continue termly moderation of Big Book. - Termly moderation of Learning Journals with a focus on child's voice. - Review cohort tracking data for EAL learners. - Embed use of Child's Planning sheets. - Staff CLP: - Lundy's model of participation. - CEC resource UNCRC Learning through Rights and Self-	- CEC Learning Through Right Audit to identify gaps/next steps (Aug 26 LB) - Staff questionnaires to establish confidence and knowledge base – digital skills and gathering children's voice. (Aug 26 LB) - Staff moderation session on Learning Journals with a focus on Child's voice (Aug 26 LB) - PRDs to identify leads. (Sept 26 LB) - CLPL on Lundy's Model of Participation (Sept 26 LB) - Staff audit of Big Book – agree and create expectations. (Sept 26 LB, RM)	- Staff questionnaires will show an increase in confidence and knowledge base. - Moderation of Learning Journals - Children's voice and reflections on their significant learning. - Big Book entries. - Observations of Room Practice. - Monitoring and QA of planning - Monthly staff questions based on QIF challenge questions.

recorded in Learning Journal observations. • 100% of EAL learners will be supported to document their views. • All practitioners are contributing to self-evaluation leading to continuous improvement. • All practitioners will document children's voice in the Big Book.	• Children do not fully have the opportunity to influence change within their environment. • Observations of learning do not consistently contain children's voice. 70% of sampled observations contained children's voice (21/30 samples). • 10% of Observations of EAL learners contain children's voice (1/10 samples). • Data shows that, in August, 46% of our learners either do not have English as their first language or are bilingual. • Self-evaluation highlights that digital skills and technologies are not being used to support and enhance	Evaluation toolkit. - Digital Literacy • CEC Digital Literacy Progression pathways. • Agreed expectations of documenting children's voice in Learning Journals. • Agreed expectations on what/how Big Books should be used.	• Staff CLPL based on digital skill needs from survey. (Oct 26 LB) • Review Child Plan sheets and agree expectations. (Oct 26 RM) • Practitioner Sprints – All staff to engage in professional enquiry based on using digital technology to support children to influence change. Including CLPL on the Mosaic approach and Map, Do, Review. (Oct – Dec 26 LB) • Practitioner Sprints – All staff to engage in professional enquiry based on using digital technology to support children to talk about their learning and consider what they might learn next. (Feb – April 27 LB) • Termly moderation of Big Book (RM)	
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	children's learning and experiences.		• Termly moderation of Learning Journals (LB, RM) • Update intentional planning to include opportunities for children's voice and Rights. (RM) • Impact Fortnight to gather evidence, quality assure observations and DMLO's, Self- evaluate against new Quality Improvement Framework (Nov 2026, Mar 2027, May 2027 LB, RMc)	
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Nursery Self-Evaluation Priority 1: Children's Voice

Self-Evaluation Review	What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are our next steps?
Impact Fortnight November				
Impact Fortnight March				
May 2027				

Nursery Improvement Priority 2: Observation, Planning and Assessment

Priority 2	To improve the quality, consistency and equity of planning, observation and assessment to ensure progress for all.
Person(s) Responsible	Lisa Bradley (DHT) Rhona McLeod (EYO)
Next Steps from Standards and Quality Report 25-26	• Continue to embed the new CEC guidance for Intentional planning to ensure there is a balance between child and adult led experiences. • Continue to develop staff knowledge of the planning cycle. • Ensure next steps are appropriate and linked to assessment. • Improve the consistency and quality of observations to ensure progress over time is evident and that significant learning is used to inform next steps. • Continue to track targeted interventions and their impact.
Links to Quality Framework: Quality Indicators	Leadership: Leadership of continuous improvement, Leadership and management of staff and resources, Staff skills, knowledge, values and deployment. Children Play and Learn: Learning, teaching and assessment, Play, learning and development, Curriculum. Children thrive and develop in quality spaces: Children experience high quality spaces Children are supported to achieve: Nurturing care and support, Wellbeing, inclusion and equality, Children's progress, Safeguarding and child protection

Nursery Priority 2: Observation, Planning and Assessment

Outcomes (what does success look like?)	Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Measurements (how will you know?)
• Clear progression documented across multiple observations per child. • Reduced variation in active and achieved next steps. • 100% of practitioners explicitly link observations to planned next steps. • Identified next steps are directly connected to learning. • Increase in staff confidence. • 100% of practitioners consistently link planned assessments to observations. • Termly cohort progress analysis	• Observations do not clearly demonstrate progress over time. 35% of observations demonstrated progress over time (8/23 sampled). • Inequity in the creation and tracking of next steps. Achieved next steps range from 0 achieved to 33 achieved across the year. • Staff surveys demonstrate a lack of confidence in identifying next steps. • Planning does not consistently link to assessment data. • Observations do not consistently link to	• Termly moderation of observations and planning. • Introduce agreed Observation & Planning Framework aligned to QIF, RtA and CEC planning guidance. • Use progression pathways to support 'what progress looks like' for literacy and numeracy. • Explicit CLPL on using the Next Step tracker on Learning Journals to track next steps and link to observations. • Create a shared criteria for identifying significant learning	• Review CEC intention planning format. (Aug 26 RM) • Review shared understanding of what makes a quality observation. (Aug 26 LB, RM) • Deliver CLPL on Next step tracker function on learning journals. Agree next step expectations. (Sept 26 LB) • Definition of High-Quality Observation (Agreed Criteria): - Observe-record what was seen - Assess significant learning - Identify skills - Include planned next step in learning	• DMLO meetings/tracking • Capturing and monitoring meetings. • Data analysis of cohorts. • Moderation records and leadership sampling evidence of observations. • Shared Classroom Experience records. • Children's voice and reflection on their significant learning. • Up, Up and Away data. • Planning moderation. • Staff question of the month aligned with QIF challenge questions. • Parent surveys

embedded in QA calendar. • 90% of targeted children demonstrate measurable progress within 6–8-week review cycles. • Leaders able to clearly articulate impact of interventions.	planning and assessment. 43% of practitioners (3/7) consistently linked planned assessment to observations. • Tracking systems of planned interventions do not measure progress over time or gap analysis between groups.	and recording of next steps. • Deploy a "Quality Over Quantity" rule: practitioners focus on co-creating one meaningful, holistic next step per child per month with the child rather than numerous checklist milestones. • Creation of robust next step tracker to ensure equity. • Peer-moderation sessions during staff meetings.	if appropriate. (Sep/Oct 26 LB, RM) • Co-create and an agreed Observation & Planning Framework linked to CEC guidance. (Sep/Oct 26 LB) • Create next steps tracker for observations. (Sep/Oct 26 LB) • Establish targeted intervention groups based on Capturing and monitoring data. (Oct 26, Feb 27, May 27 LB, RM) • Termly SLT moderation of Learning Journals using agreed criteria. (LB, RM) • Peer moderation of observations linking to next steps. (Nov 26, Feb 27 LB, RM). • Termly moderation of achieved/active next steps (LB, RM)	
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Nursery Self-Evaluation Priority 2: Observation, Planning and Assessment

Self-Evaluation Review	What have we done?	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are our next steps?
Impact Fortnight November				
Impact Fortnight March				
May 2027				