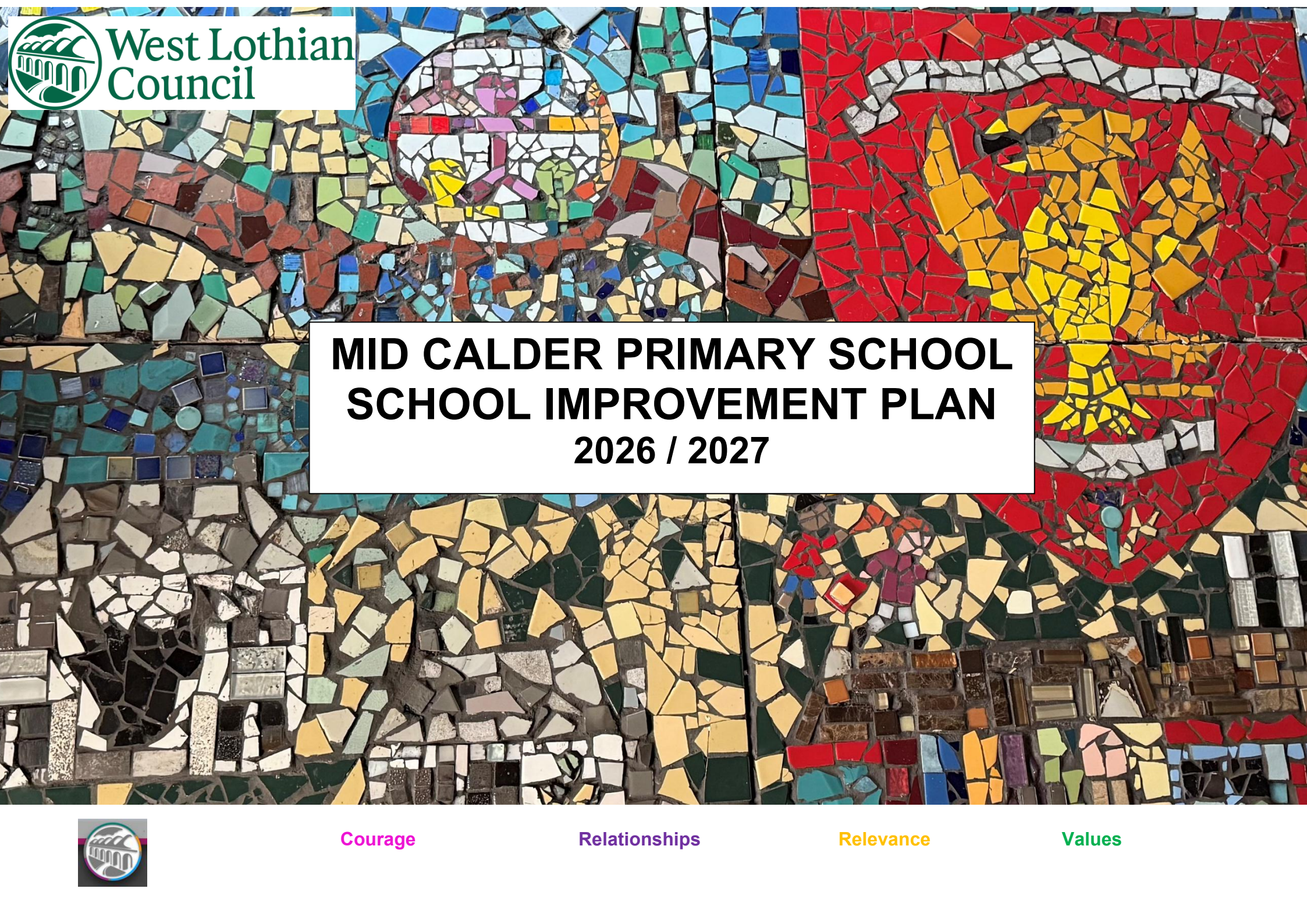




MID CALDER PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN 2026 / 2027



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Factors Influencing the Improvement Plan

School Factors

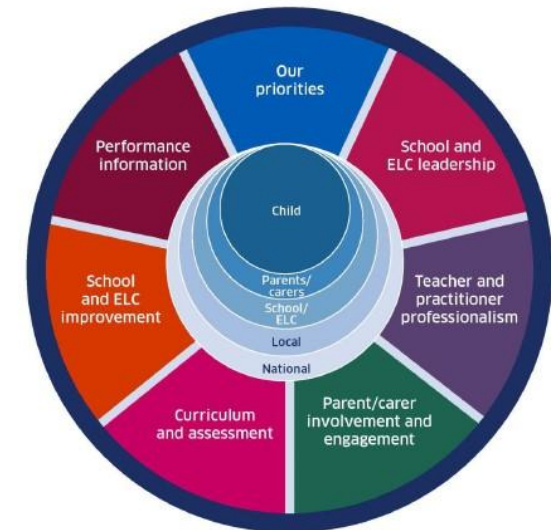
Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

Moving Forward in Your Learning Guidance – Meeting Learners Needs
Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023 05 30.pdf](#)
Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
West Lothian Parental Involvement and Engagement Framework
Equity and Pedagogy Teams; Additional allocation
West Lothian Stretch Aims
West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
Presumption to provide education in a mainstream setting 2019
Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
GTCS professional standards and professional update 2021
[Pupil Equity Funding](#); National Operational Guidance 2026/7
Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
Realising the Ambition - [realisingtheambition.pdf](#)
UNCRC; Getting it Right for Every child (GIRFEC); Child Protection Procedures
Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
Moderation Cycle and Assessment
Developing Scotland's Young Workforce



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Vision, Values and Aims

School Aims : Mid Calder Primary School Aims

- We aim to prepare all our young people with the skills, knowledge and attributes for the challenges of the future.
- We aim to create a nurturing environment for our pupils to thrive.
- We aim to create a learning environment which stimulates, challenges, supports and provides opportunities to develop independent learners.
- We aim to deliver an innovative and creative curriculum which is relevant to our children's lives and promotes personalisation and choice.
- We aim to provide high quality learning and teaching experiences to enable every child to reach their full potential.
- We aim to foster our core values through creating a positive and welcoming school ethos.
- We aim to support each child's skills and talents through recognition and celebration of individual achievements.
- We aim to promote effective partnerships between home, school and the wider community developing a sustainable future for Mid Calder.



Mid Calder Primary School Mission Statement

The Latin on the school badge '*Spero Meliora*'... to hope for better things, creates a very positive vision within our school; all members of our learning community support and lead each other and themselves to be **Successful**, **Optimistic** and **Adventurous** with their learning while being **Respectful** to themselves, their environment and their Community.

'Together we SOAR'



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Learning and Teaching

Growth Mind-set. Active Learning Outdoor Learning. Number Talks . BTC. AirL . Creativity & Innovation. Digital Learning



Mid Calder Values

Curricular Areas

Literacy & English. Mathematics & Numeracy. Social Subjects. Science. Expressive Arts. Technologies. Religious and Moral Education



Contexts for Learning

Ethos and Life of the School
School Vision and Aims
Curricular Areas and Subjects
Core Subjects: Literacy and Maths

Interdisciplinary Learning
Making connections across curricular areas

Opportunities for Personal Achievement
Achievement in classroom and beyond

Successful



Respectful

Learning for Life

Developing the Young Workforce
Skills for Learning. life & work



Optimistic Adventurous

Spero Meliora
...to hope for better things

7 Principles

Challenge & Enjoyment. Breadth. Progression. Depth. Personalisation & Choice. Coherence. Relevance

Positive Relationships

Ready Respect Safe

Interdisciplinary Learning Skills

Multi Cultural Creative Scientific Digital Technology Scottish Studies Historical Global Topical Healthy



Achievements

Rights Respecting School
Reading School Accreditation
Skills builder Gold Award
After School Clubs
Pupil Committees
House Captains/Groups
SOAR Awards
Recognition boards
Assemblies
Pupil Parliament
Young Engineers award
Buddies
Magical Moments



Skills Builder
Gold Award

2025 - 28



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Contextual Data Analysis and Rationale for 2026/27 School Improvement Plan

Background - The context for the learners in your school

Mid Calder Primary School is a non-denominational primary school and early learning centre (ELC) situated centrally in the village of Mid Calder. The school benefits from a catchment with the majority of learners SMID Quintile 4 and 5. Our school values with the acronym SOAR: Successful, Optimistic, Adventurous and Respectful, underpin everything we do. Our children are confident, respectful and caring young people and are a credit to our school community. We value strong partnership working with our cluster schools within the West Calder High School cluster, our community and external agencies to ensure we fully meet the needs of all our learners. In session 2025-2026, the school had a role of 194 pupils with 9 classes including 3 composite classes (P2/1, P4/5 and a P6/7), 1 Principal Teacher, and an acting Head Teacher our ELC has provision for 40/40 as well as up to five 2 year olds. Tuition in Brass is on offer for children from P5 to P7 following initial trials. We have a fully supportive Parent Council and Fundraising Group, who are very active in school, especially in the areas of fundraising, communication and liaison. The school has an excellent relationship with the Cluster Schools and the local Kirk of Calder.

Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

2025-26 data (% of learners on track)

Class	Roll	Reading	Writing	Listening & Talking	Literacy	Numeracy	Mathematics
P1	26	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
P2	41	75.61%	82.93%	90.24%	70.73%	95.12%	95.12%
P3	24	83.33%	83.33%	100.00%	83.33%	95.83%	95.83%
P4	28	71.43%	75.00%	96.43%	71.43%	85.71%	85.71%
P5	27	81.48%	81.48%	92.59%	81.48%	92.59%	92.59%
P6	16	93.75%	93.75%	93.75%	93.75%	93.75%	93.75%
P7	33	100.00%	93.94%	100.00%	93.94%	100.00%	100.00%

Summary of Strengths

The attainment data above highlights consistently strong performance across the school, particularly in early level and upper stages, with clear evidence of effective learning and teaching approaches supporting high levels of achievement.

1. Key Strengths
- Excellent Early Level attainment (P1)
In P1 100% of learners achieving expected levels across all literacy and numeracy measures.



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This demonstrates highly effective early intervention, strong pedagogy, and a well-established foundation for learning, aligning with *HGIOS4 QI 2.3 (Learning, Teaching and Assessment)*.

- Strong attainment in Numeracy and Mathematics across the school
Numeracy and Mathematics outcomes are consistently very strong, with most stages achieving above 90%, and several (P1 and P7) reaching 100%. This reflects a clear strength in numeracy teaching approaches, with effective progression pathways and high levels of learner confidence.
- Very good performance in Listening and Talking
Across all stages, Listening and Talking attainment is consistently high, ranging from 90% to 100%, with multiple stages achieving full attainment. This indicates that learners are highly engaged, articulate, and confident communicators, suggesting strong use of collaborative learning and discussion-based pedagogy.
- Strong attainment at P6 and P7 (upper stages)
Upper stages demonstrate very high attainment, with P6 achieving 93.75% across all measures and P7 achieving 100% in Reading, Listening & Talking, Numeracy and Mathematics. This reflects effective consolidation of learning and strong preparation for transition, in line with the *National Improvement Framework (NIF) priority of improving attainment*.
- Positive overall literacy outcomes in middle and upper stages
While there is some variability, literacy attainment remains secure to strong, particularly in P5–P7 where overall literacy sits between 81% and 94%, indicating effective teaching strategies and sustained learner progress over time.

Overall, the data presents a highly positive picture of attainment, with notable strengths in numeracy, early level provision, and learners' communication skills. The consistency of high attainment in upper stages further demonstrates that learning is sustained effectively over time, reflecting strong alignment with the *West Lothian Raising Attainment Strategy (2023–28)* focus on equity and high-quality learning and teaching.

The school is clearly well-placed to build on these strengths, with evidence of effective pedagogy, strong attainment pathways, and positive learner outcomes across most areas.

The data shows that reading attainment is secure but not yet consistently strong, with clear scope to improve equity and consistency across stages. By focusing on targeted support, consistent pedagogy, and improved progression, the school is well placed to raise attainment and ensure all learners achieve expected standards in reading, in line with the *West Lothian Raising Educational Attainment Strategy (2023–28)*.

Ethos Survey Results:

Our Parental Survey responses rate was 59.28%

A response rate of approximately 60% provides a sufficiently robust evidence base to inform evaluative judgements, particularly when triangulated with pupil voice and other quality assurance activities (e.g. observations, attainment data). While findings can be considered reliable at a whole-school level, ongoing efforts to improve participation and ensure representation across all groups will further strengthen the validity and impact of future survey analysis.



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Key Strengths from pupil and parental feedback

1. Safe, Caring, and Respectful Environment

Pupil survey:

- 96.3% feel safe when at school
- 95.1% have a trusted adult they can speak to
- 95.1% say staff treat them fairly and with respect
- 92.6% feel other children treat them fairly and with respect

Parent survey:

- 96.5% say their child is safe at school
- 96.5% agree their child is treated fairly
- 96.5% find staff approachable and welcoming
- 88.7% feel staff know their child as an individual and support them well

2. Wellbeing and Emotional Support

Pupil survey:

- 81.5% say the school helps them become more confident
- 75.3% feel staff listen to them and value their views
- 96.3% report strong learning about rights and opportunities to have these protected
- 82.7% feel they are taught how to make healthy choices

Parent survey:

- 89.6% feel their child is increasing in confidence
- 84.3% believe the school deals well with bullying
- 88.7% report strong promotion of children's rights



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- 87.8% agree the school promotes the importance of attendance

3. Positive Learning Progress

Pupil survey:

- 88.9% feel they are getting on well with their school work
- 82.7% receive regular feedback on their progress
- 82.7% are supported to set targets and improve learning
- 90.1% know who to ask for help
- 91.4% take responsibility for their learning

Parent survey:

- 86.9% agree their child is progressing well in their learning
- 84.3% feel their child is appropriately challenge
- 88.7% know what their child is learning
- 86.1% receive information about how to support learning

Key areas for development from pupil and parental feedback

Safe, Caring, and Respectful Environment

Pupil survey:

- 74.1% feel other children behave well
- 70.4% feel the school deals well with bullying

Parent survey:

- 84.3% feel the school deals well with bullying (lowest within wellbeing indicators)
- 81.7% feel information about their child's progress is shared at the right time, suggesting gaps in communication linked to relationships

2. Wellbeing and Emotional Support

Pupil survey:

- 75.3% feel staff listen to them and value their views



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- 74.1% feel they have a say in improving learning
- 81.5% feel the school helps them to become more confident (scope for further improvement)

Parent survey:

- 80% satisfaction with family learning opportunities
- 86.1% feel their views are sought when making changes

3. Positive Learning Progress

Pupil survey:

- 72.8% say learning is enjoyable (one of the lowest indicators)
- 79.0% feel staff know their strengths and encourage them to do their best
- 82.7% receive feedback and set targets (indicating some inconsistency)

Parent survey:

- 84.3% feel children are appropriately challenged
- 88.7% know what their child is learning
- 86.1% receive information to support learning
- 85.2% feel informed about progress

Our Parental and Pupil Ethos surveys data demonstrates that the school has established a strong, nurturing and inclusive environment, with most indicators performing consistently above West Lothian averages, particularly in relation to safety, relationships and overall satisfaction. However, a more evaluative analysis highlights that, while outcomes are positive, there is an opportunity to build greater consistency and depth of impact across key aspects of learner experience, including behaviour, bullying, pupil voice, engagement and communication about learning. Although these indicators remain broadly in line with or above local benchmarks, they represent the areas where further refinement and coherence will have the greatest impact on improving outcomes for all learners.

This points to the need to continue strengthening whole-school approaches to wellbeing, inclusion and support, ensuring they are consistently understood and applied across all classes and stages. By further developing shared approaches—particularly in how concerns are addressed, feedback is delivered, and learners and families are actively involved—the school can enhance the quality, clarity and consistency of support, ensuring more equitable experiences for all children.

As a result, there is a clear need to strengthen the consistency, impact and evaluation of inclusive and personalised support across the school, ensuring that all learners benefit from timely, proportionate and high-quality interventions in line with GIRFEC principles. Improving this consistency will be critical to ensuring that every child, regardless of class or stage, experiences equitable levels of support, leading to measurable improvements in health and wellbeing, attendance, engagement and access to learning. This aligns closely



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with *HGIOS4 QI 3.1 (Ensuring wellbeing, equality and inclusion)* and *QI 3.2 (Raising attainment and achievement)*, as well as the National Improvement Framework priorities of improving health and wellbeing and closing the attainment gap, supporting the school in moving from strong practice to highly effective, consistent provision across all contexts.

School Improvement Priorities 2026/2027:

- To strengthen the consistency, impact and evaluation of inclusive and personalised support across the School.
- To improve attainment in Reading for all learners through the consistent application of inclusive, high-quality and evidence-based pedagogical approaches.
- Promote equity and address hidden poverty to improve outcomes for all learners.
- To strengthen staff understanding and confidence in curriculum making by engaging with Curriculum Improvement Cycle (CIC) technical frameworks.



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Mid Calder Primary School - School Improvement Planning for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum)</p> <p>By June 2027, establish and embed a P1-P7 Universal Support Framework that provides a clear and consistent entitlement to inclusive, high-quality and developmentally appropriate support for all learners, with evidence that universal support approaches are being implemented consistently across most classes and are improving learner participation, wellbeing and engagement.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	<p>Consistent Learner Entitlement</p> <p>Establish and launch the P1-P7 Universal Support Framework, outlining the core entitlement for all learners. Agree and implement a shared set of Universal Support expectations across all classes, including routines, relationships, communication, participation and classroom environments.</p> <p>Develop a staff self-evaluation tool aligned to the Universal Support Framework.</p> <p>Strengthen partnerships with families through communication, consultation and feedback regarding Universal Support entitlements.</p> <p>Inclusive Learning and Teaching</p> <p>Deliver professional learning on inclusive pedagogy, differentiation and responsive teaching approaches. Strengthen the role of high-quality learning, teaching and assessment within the Universal Support Framework. Explicitly embed Health and Wellbeing approaches, including emotional regulation, resilience, emotional literacy and positive relationships within daily classroom practice.</p> <p>Continue to develop trauma-informed, nurturing, relational and rights-respecting practice across the school.</p>	<p>Shared Understanding & Professional Learning (Aug – Oct)</p> <p>Classroom Practice & Learning Design (Oct – Dec)</p> <p>Learner & Family Voice (Jan – March)</p> <p>Evaluation & Use of Evidence (Apr- June)</p>	<ul style="list-style-type: none"> Framework agreed and shared with all stakeholders. Staff can articulate core expectations. Learning visits demonstrate agreed expectations are evident in most classes. Baseline evidence gathered and improvement priorities identified. Most families report they understand how the school supports learners through quality universal provision. Staff report increased confidence in meeting a wide range of learner needs through Universal Support. Learning observations demonstrate effective differentiation and responsive teaching approaches in most classes. Most learners demonstrate improved engagement, participation and readiness to learn. Learners experience increasingly consistent adult responses and



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		<p>Participation and Rights</p> <p>Develop learner participation approaches which enable children to identify barriers and communicate what helps them learn best.</p> <p>Use the UNCRC and Rights Respecting Schools framework to review participation, inclusion and learner voice across the school.</p> <p>Provide regular opportunities for learners to contribute to decisions about learning, wellbeing and classroom supports.</p>		<p>emotionally safe learning environments.</p> <ul style="list-style-type: none"> • Most learners can discuss strategies and supports that help them succeed. • Learner voice increasingly informs classroom and school improvement decisions. • Most learners report feeling listened to and involved in decisions affecting them.
		<p>Self-Evaluation and Improvement</p> <p>Undertake termly learning visits focused on Universal Support Framework indicators.</p> <p>Use collegiate discussions and professional learning communities to reflect on implementation and share effective practice.</p> <p>Analyse attainment, wellbeing, attendance and engagement data alongside learner and family feedback.</p> <p>Evaluate implementation of the Universal Support Framework and identify priorities for Year 2 development.</p>		<ul style="list-style-type: none"> • Quality assurance evidence demonstrates increasing consistency across most classes. • Effective practice identified and shared across stages. • Evidence demonstrates positive impact of Universal Support on learner experiences and outcomes. • Clear evidence of strengths, next steps and priorities for further embedding.



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<p>Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy</p> <p>By June 2027, increase Reading attainment across P1–P7 from 80% to 82%, with targeted improvement in identified cohorts and learners requiring additional support, through the consistent implementation of inclusive, high-quality and evidence-informed Reading pedagogy, robust assessment practices and targeted interventions.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>☒ School and ELC Improvement</p> <p>☒ School and ELC Leadership</p> <p>☒ Teacher and Practitioner Professionalism</p> <p>☒ Parental Engagement</p> <p>☒ Curriculum and Assessment</p> <p>☒ Performance Information</p>	<p>Consistent High-Quality Reading Pedagogy</p> <ul style="list-style-type: none"> Review, refine and implement a progressive whole-school Reading Framework from P1–P7. Build upon existing Phonics International approaches to ensure consistency in the teaching of phonological awareness, decoding and fluency. Agree non-negotiables for effective Reading lessons, including learning intentions, success criteria, differentiation and feedback. Provide CLPL on evidence-informed Reading pedagogy, including vocabulary development, fluency, comprehension and Reciprocal Reading. Use peer observations, learning walks and professional dialogue to identify strengths and share effective practice. <p>Assessment, Tracking and Intervention</p> <ul style="list-style-type: none"> Establish Reading baselines and identify learners at risk of not achieving expected levels. Strengthen moderation activities within and across stages to improve consistency of professional judgement. Implement termly attainment and progress meetings focused on Reading. Use assessment evidence to plan and deliver targeted interventions. 	<p>Aug-Oct</p> <p>Aug -staff survey</p> <p>Oct – Staff working group set up Jul-Aug Identify appropriate CLPL</p> <p>Feb/March</p> <p>QA Obs March/April</p>	<ul style="list-style-type: none"> Whole-school Reading Framework implemented across all classes. Consistent early reading approaches evident across classes. Agreed reading pedagogy evident in all classes. Increased staff confidence and consistency in Reading teaching. Improved consistency in learning and teaching across stages. Priority learners clearly identified. Increased confidence and consistency in CfE judgements. Timely interventions and support identified. Interventions matched to identified need.
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		<ul style="list-style-type: none"> Evaluate intervention impact using baseline and follow-up assessments. <p>Challenge and Progression in Reading</p> <ul style="list-style-type: none"> Develop consistent approaches to teaching comprehension strategies across all stages. Embed higher-order questioning and critical thinking within Reading lessons. Increase opportunities for independent reading tasks and application of reading skills across the curriculum. Strengthen vocabulary instruction and language-rich learning environments. Ensure appropriate challenge and differentiation for all learners, including higher-attaining readers. <p>Reading Culture and Family Engagement</p> <ul style="list-style-type: none"> Continue engagement with Reading Schools Award and work towards next accreditation milestone. Promote Reading for enjoyment through class libraries, author studies, reading events and pupil-led recommendations. Enhance school library and reading environments to ensure resources are inclusive, diverse and appropriately challenging. Develop opportunities for pupil voice in reading choices and reading leadership. 	<p>Working group Oct-June</p> <p>Beg.Aug-Sept staff and parental working group</p> <p>Timetabled classes to use new system Feb</p> <p>Ongoing from Aug.</p>	<ul style="list-style-type: none"> At least 80% of targeted learners demonstrate measurable progress. Reading strategies embedded across P1-P7 Increased learner ability to analyse and evaluate texts. Learners apply Reading skills in a range of contexts. Improved use and understanding of vocabulary. Improved attainment and progress across all ability groups. Progress towards accreditation achieved. Increased learner engagement in Reading. Attractive, well-used reading spaces across the school. Learners report increased ownership of Reading.
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		<ul style="list-style-type: none"> Strengthen family learning through workshops, parent pop-ins, newsletters and guidance on supporting reading at home. 		<ul style="list-style-type: none"> Increased parental engagement in supporting reading.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Promote equity and address hidden poverty to improve outcomes for all learners.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	<p><i>'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.</i></p> <p><i>Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p> <p>The rights of all children are respected, particularly those who are most vulnerable and in need of support. To address the achievement gap between the most and least advantaged children, we will plan robust targeted interventions that focus on health and wellbeing, literacy, and numeracy. This approach also includes other learners, acknowledging that poverty can be concealed and exist outside the traditional Q1. We employ a variety of contextual analysis measures to identify other learners who need targeted interventions</p> <p>In line with The Scottish Attainment Challenge, Child Poverty (Scotland) Act 2017, and our local Equity priorities, we are committed to ensuring every child has the opportunity to thrive, regardless of socioeconomic background. While many families may not meet the criteria for direct financial assistance, we recognise the ongoing impact of hidden poverty and the stigma it can carry.</p> <p>Our most recent parental survey shows that 82.61% agree the school has helped to reduce day-to-day costs—highlighting a need to expand our support further. This</p>	<p>PEF – Identification of pupils for support. (Aug/Sept)</p> <p>Set out PEF plan with targeted and measurable actions (Aug – Oct)</p> <p>After School clubs set up (Oct-Nov)</p> <p>Target pupils for clubs (Oct/Nov)</p> <p>Set up CoSD Pupil Voice group. Part of Committee groups. (Oct/Nov)</p>	<p>Documented in PEF Plan</p>



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		<p>year, the school will continue to embed Cost of the School Day strategies, using guidance and resources from Child Poverty Action Group Scotland (CPAG).</p> <p>We will aim to ensure that no child misses out due to financial barriers by keeping all school clubs free, removing hidden costs, and improving proactive identification and support for families under pressure. This year we will focus on making sure all pupils will have access to a healthy snack during the school day through a universal, inclusive and stigma-free approach, resulting in improved readiness to learn and a measurable reduction in the number of pupils coming to school without a snack.</p> <p>We will continue to implement Continuous Professional Learning (CLPL) focused on building an equitable school environment.</p> <p>Key Actions: Continue to implement and evaluate the school's Cost of the School Day Action Plan, ensuring planning, communication and policy reflect equity-first principles.</p> <p>Use tracking and pastoral data to identify children most likely to be affected by financial pressures and engage families proactively.</p> <p>Keep all school-run clubs and after-school activities free of charge, ensuring that learners are encouraged and supported to participate.</p> <p>Continue with Book Swap Shop – free books for all.</p> <p>Introduce a daily universal snack available to all pupils, embedded discreetly into routines to ensure a stigma-free approach. Identify and support pupils who regularly arrive without food through staff observation and pupil voice.</p>	<p>Meet the teacher info to include CoSD information .</p>	
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		<p>Gather pupil feedback and involve learners in shaping snack options and delivery. Improve clear, accessible communication with families about free school meals and local food supports. Work with local partners to help sustain and strengthen provision.</p> <p>Undertake professional learning on poverty-sensitive approaches using CPAG Scotland's materials and case studies.</p> <p>Ensure school trips, events, and classroom experiences are planned with transparency around costs and the option for quiet, respectful support when needed.</p> <p>Equity champion to lead developments and feedback from meetings to steer progress.</p> <p>For Partners</p> <p>Engage CPAG Scotland to audit current practice and help develop awareness materials for families, as well as CPD resources for staff.</p> <p>Collaborate with the Parent Council/PSA and wider community to explore sustainable support models (e.g. uniform swap, low-cost transport support, digital access).</p> <p>For Learners</p> <p>Pupil Equity Leaders and Pupil Voice Groups will help identify barriers to participation and suggest solutions.</p> <p>All children will have the opportunity to engage in enrichment activities (e.g. clubs, trips, celebrations) without financial worry or stigma.</p>		
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		A universal, non-stigmatising approach to snack provision will help reduce inequity and supports inclusion, aligning with COSD priorities.		
<p>Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making</p> <p>WLC - By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making</p> <p>To strengthen staff understanding and confidence in curriculum making by engaging with Curriculum Improvement Cycle technical frameworks through a focused review and refinement of our one area of the curriculum (school dependent)</p>	<p>☒ School and ELC Improvement</p> <p>☒ School and ELC Leadership</p> <p>☒ Teacher and Practitioner Professionalism</p> <p>☒ Parental Engagement</p> <p>☒ Curriculum and Assessment</p> <p>☒ Performance Information</p>	<p>Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers)</p> <p>Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders)</p> <ul style="list-style-type: none"> Engage teachers in professional learning focused on the Curriculum Improvement Cycle technical frameworks for exploring curriculum making. Support staff to develop a clear understanding of how inclusive and impactful pedagogy shapes curriculum decisions in writing, including: progression and breadth across levels, coherence across stages, alignment between curriculum intent, learning experiences and assessment Use pedagogical questions related to writing to deepen understanding of curriculum design Enable leaders to build confidence in leading curriculum making by modelling how technical frameworks can be used to evaluate and refine the curriculum at whole-school level. Establish a shared language around inclusion, progression, coherence and impact in relation to the curriculum. 	<p>Shared understanding and professional learning (Aug – Oct)</p> <p>Curriculum review and pedagogical alignment (Oct – Dec)</p> <p>Applying curriculum frameworks in practice (Jan – March)</p> <p>Evaluations and sustaining curriculum</p>	<p>Curriculum making through an inclusive and impactful lens</p> <ul style="list-style-type: none"> All staff can clearly articulate how the writing curriculum is designed, reviewed and improved using Curriculum Improvement Cycle technical frameworks. Progression is clearly defined and consistently understood across stages. Inclusive pedagogical principles are embedded in curriculum design, reducing the need for later intervention. Curriculum decisions are routinely informed by learner evidence, including engagement and progress. Leaders confidently lead and sustain curriculum making at school level using technical frameworks.



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Relevance

Values

<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> Identify baseline staff confidence and understanding in curriculum making. <p>Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders)</p> <ul style="list-style-type: none"> Support teachers to apply Curriculum Improvement Cycle technical frameworks to review and refine aspects of the curriculum Engage staff in collaborative curriculum review activities that explore how inclusive and impactful pedagogy is embedded within curriculum design, rather than added as an intervention later. Use learner experiences, including engagement, confidence and progress, to evaluate curriculum effectiveness and inform refinement. Enable leaders to confidently lead school-level curriculum making by: structuring professional dialogue around curriculum quality and impact, supporting consistency in curricular understanding across stages, ensuring curriculum decisions respond to learner needs and equity considerations Build sustainability by embedding curriculum making in ongoing professional dialogue, ensuring staff confidence in curriculum development continues beyond the session. 	<p>making (Apr – Jun)</p>	
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Courage

Relationships

Relevance

Values