



Tighnabruaich Primary School and ELC
Strategic Improvement Planning for Establishment
2025 / 2026



<p>1. Develop Robust Use of Assessment and Tracking to Raise Attainment</p>	<p>By October 2025 all teachers will use Assessment to inform planning and targeted support/interventions</p> <p>By February 2026 all teachers will use attainment data, which is increasingly valid and used strategically, to raise achievement and close the poverty-related attainment gap.</p> <p>By June 2026 all staff will confidently use a range of reliable assessment evidence to make accurate judgements..</p>	<p>All staff : engage in targeted professional learning in formative assessment and inclusive pedagogy.</p> <p>Measure of Impact: Improved consistency in use of learning intentions and success criteria observed in walkthroughs; pupils more able to articulate their learning and next steps; teacher confidence in differentiation increases (as shown in staff professional dialogue).</p> <ul style="list-style-type: none"> - Termly moderation and tracking meetings show improved consistency and alignment of data. - Triangulation of P&A data with standardised assessments and classroom evidence is evident. - Interventions tracked with clear evidence of impact on target learners. - Staff can articulate how data informs planning and teaching. 	<p>No</p>
<p>2. Design and Implement a Coherent and Progressive Curriculum, Ensuring Inclusion and Equity through Improved Planning for All</p> <ul style="list-style-type: none"> • to secure all educators as skilled observers 	<p>By September 2025, All teachers use progression frameworks to plan coherent, inclusive and responsive learning.</p> <ul style="list-style-type: none"> - Planning effectively addresses the needs of all learners, including those with ASN. - Support for learning is targeted, strategic and impactful. - Curriculum is balanced, inclusive, and reflects the schools re=evaluated vision, aims and values. <p>By May 26, all educators will demonstrate a greater understanding of observation as the key driver of learning, teaching, assessment cycle.</p> <ul style="list-style-type: none"> -Educators will use observations not only to record what children do, but to identify interests, needs, and next steps. -This will lead to increasingly appropriate and timely extensions of learning opportunities, ensuring that children are challenged, supported, and engaged in meaningful ways. 	<p>Agreed progression pathways in literacy, numeracy, HWB and RME used across the school.</p> <ul style="list-style-type: none"> - Revised planning formats in place, showing clear progression and differentiation. - GIRFme and Child Plans include SMART targets and are reviewed termly. - ASN support staff are strategically deployed based on pupil needs, data, and class context. <p>Measure of Impact: Targeted learners demonstrate improved engagement and progress in literacy and numeracy; classroom teachers report greater capacity to differentiate effectively; observed learning time increases due to proactive support.</p> <ul style="list-style-type: none"> - Observations and learner voice indicate improved engagement and challenge. - increasingly appropriate extensions of learning for children. <p>Observe -Support-Extend.</p> <ul style="list-style-type: none"> - Floorbooks, learning journals, and care plan reviews will show clearer links between observations, planning, and extensions of learning. 	<p>No</p> <p>Yes (floorbooks)</p>

<p>• To secure understanding of early level curriculum and progression framework (Numeracy) and build educator capacity in engaging high quality observations to plan for episodes of adult led learning (i.e. beginning with number and number processes)</p>	<p>By May 2026, all educators will have embedded and sustained a numeracy-rich environment across the setting, with a particular focus on number and number processes. This will ensure that children consistently experience high-quality opportunities for numeracy, underpinned by appropriate challenge and support.</p> <p>-Staff are increasingly confident in designing and facilitating meaningful numeracy experiences that are embedded in daily routines, play, and cross-curricular contexts.</p> <p>-Learning environments are resourced to promote curiosity, independence, and application of number concepts in real-life and imaginative situations.</p> <p>-Learners demonstrate greater confidence and fluency in number and number processes, as evidenced through observation, dialogue, and planned assessment activities.</p> <p>-Children are showing improved ability to apply numeracy skills in new contexts, supporting deeper understanding and readiness for future learning.</p>	<p>Environment walks and peer observations will evidence consistent use of “Observe–Support–Extend” across staff practice.</p> <p>-Learner voice will be captured through conversations and reflection with children, evidencing that they recognise and articulate their own progress.</p> <p>-Tracking data (including developmental milestones, literacy/numeracy progress, and wellbeing indicators) will show improved outcomes over time.</p> <p>-Floor books, learning journals, and jotters evidence progression in numeracy across time.</p> <p>-Environment walk records and learning snapshots showing consistency of numeracy opportunities in all play and classroom spaces.</p> <p>-Moderation and assessment evidence, including staff professional dialogue, demonstrating raised expectations and more consistent use of challenge.</p> <p>-Tracking data showing measurable improvements in progress in number and number processes, particularly for identified groups of learners.</p> <p>Staff, pupils, parents, and community partners will gain a clear understanding of the refreshed OCTF and its relevance to everyday practice.</p>	<p>Yes</p> <p>No</p>
<p>3. Our Children Their Future- Phase 1</p>			



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<p>Raise awareness and understanding of the refreshed OCTF among all stakeholders</p> <p>Populate the digital OCTF sharing space to build a culture of collaboration and visibility</p> <p>OCTF – Phase 2</p> <p>Strengthen whole-school and ELC community understanding of the refreshed OCTF</p> <p>Use multimedia tools to promote OCTF in accessible, engaging ways</p> <p>Embed OCTF into daily learning, teaching, and community engagement</p> <p>Share good practice and examples of impact through the digital sharing site</p>	<p>By June 2025 - All (100%) schools/establishments will report at QI visit 1 (2025) at least one way the refreshed OCTF has been shared with staff, pupils and families.</p> <p>By October 2025 most (75%-90%) of schools/establishments will have at least one upload on the digital sharing site</p> <ul style="list-style-type: none">Between Jan/June 2026, All (100%) of schools/ establishments will have at least one upload on the digital sharing site illustrating OCTF in school/ establishment context	<ul style="list-style-type: none">Greater alignment between school practice and the aspirations of the OCTF.OCTF language and values become embedded across learning, communication and school ethos. <p>School community shares real-life examples of how OCTF is being embedded.</p> <ul style="list-style-type: none">Staff and partners engage with the site to learn from each other and celebrate success. <p>Staff, pupils, families, and partners have a shared understanding of the OCTF values and themes. Consistent language and expectations around equity, wellbeing, and aspiration are embedded in school life.</p> <p>The school community accesses and interacts with key OCTF resources (videos, animations, interactive PDF, etc.).</p> <p>Key messages reach diverse audiences, reinforcing shared purpose.</p> <p>Staff confidently align OCTF themes with pedagogy and practice. Pupils see their lived experience reflected in learning activities. Families recognise the relevance of OCTF in supporting their child's learning and wellbeing.</p> <p>The school contributes to and learns from wider practice across the authority.</p> <p>Visibility of effective approaches strengthens professional learning.</p>	
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