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Challenge 1: Develop a bespoke curriculum to meet the needs of our school community (Networked Learning Organisations)							
Mission 1: Develop, promote and sustain a strategic rationale and design for our curriculum that takes account of learners' entitlement and the four capacities and reflects the uniqueness of our setting. (What education do we want for our children and how will we work together to achieve this?)							
	Commitments (sprints)	Expected Outcomes	Measures of Impact	Lead	Target Date	Core	PEF
	<ul style="list-style-type: none"> <li>🔗 Teaching staff engage in Professional Reading &amp; discussion                             <ul style="list-style-type: none"> <li>○ Refreshed Rationale</li> <li>○ OECD 2021</li> <li>○ 2030 The Future we want (OECD)</li> <li>○ Muir Report</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>🔗 Increase staff knowledge &amp; understanding of International, National, &amp; Local curriculum drivers</li> <li>🔗 Build learner and staff agency to lead, plan and support curriculum design within our school community</li> <li>🔗 Leaders, at all levels, will increase the time they spend on strategic leadership</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Staff confidence and knowledge pre and post survey</li> <li>🔗 CPD Records evidence depth of understanding of policy and practice.</li> <li>🔗 Self-evaluation 2.2 evidences leadership and staff agency</li> </ul>	Focus Group PT AHT	Session 2022/2023	N/A	
	<ul style="list-style-type: none"> <li>🔗 All staff engage in curriculum making: co-create a rationale for our curriculum</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Creation of a rationale for our curriculum where all stakeholders can answer 'What do we want for our children &amp; how will we work together to achieve this?'</li> <li>🔗 A curriculum that meets the needs of all our learners</li> <li>🔗 Increased pupil engagement, leading to increased attainment</li> <li>🔗 Developing and sharing a vision centred on the learning of all</li> </ul>	<ul style="list-style-type: none"> <li>🔗 All staff can answer 'what education do we want for our children &amp; how will we work together to achieve this?'</li> <li>🔗 Critical, Very Important, Important Curriculum Audit</li> <li>🔗 Planning our engagement with stakeholders HGIOURS</li> <li>🔗 Curriculum: What Matters to me 'Pupil Survey'</li> <li>🔗 Co creation &amp; evaluative discussions re Curriculum Gallery</li> <li>🔗 Curriculum Rationale Info graphic</li> </ul>	Focus Group	June 2023	Supply Cover	
	<ul style="list-style-type: none"> <li>🔗 All staff engage in DYW CPD</li> <li>🔗 All staff implement skills development approach</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Implementation of Meta-skills Framework to support explicit teaching of skills</li> <li>🔗 Increased partnership working within the local community to support skills development</li> <li>🔗 Teaching and Learning evidences explicit connections to the skills for life, learning and work</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Audit of DYW provision in the school</li> <li>🔗 Staff confidence and knowledge pre and post survey</li> <li>🔗 Learning conversations evidence a better understanding, recognition and articulation of skills development</li> <li>🔗 Forward planning includes explicit links to skills</li> </ul>	ADHT Focus Group Leads	March 2024	Supply Cover	

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	<ul style="list-style-type: none"> <li>🔗 Pupils will participate in meaningful discussion and reflection on individual skills development</li> <li>🔗 Increased visibility of skills across the school</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Pupil learning planning includes skills development progress and achievements</li> </ul>				
<b>Challenge 2: Raise attainment and achievement in Literacy and Numeracy through targeted and Universal Support (Achievement &amp; Progress)</b>						
<b>Mission 2A: Ensure quality learning opportunities for children in Numeracy by effectively deploying a wide range of resources</b>						
<ul style="list-style-type: none"> <li>🔗 All staff engage in CPA Professional Learning (Glasgow Counts)</li> <li>🔗 Teaching staff effectively use Periodic Assessments to evidence progress and next steps in learning</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Increased practitioner knowledge and confidence in CPA pedagogy, leading to improved learner experiences and a consistent approach to teaching Numeracy within and across levels</li> <li>🔗 Increased attainment in P4 and P5 and improved progress for targeted groups of learners</li> <li>🔗 Staff increasingly develop shared understanding of standards</li> <li>🔗 Staff effectively use a range of assessments to support professional judgements and identify gaps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Pre and Post survey to measure increase in staff confidence</li> <li>🔗 Observations (POLLI, SLT) indicate a consistency in approach.</li> <li>🔗 Observations (planning, learning walks) show that there is a clear progression in the development of concrete, pictorial and abstract.</li> <li>🔗 Learning conversations (pre and post) evidence of improved understanding and motivation, almost all can use concrete and pictorial to evidence understanding.</li> <li>🔗 Assessment are used diagnostically to report on the progress of learners and inform next steps</li> </ul>	CLOL	Dec 2024		£5000
<b>Mission 2B: Embed our research informed writing pedagogy to raise attainment in writing for targeted children in Primary 3 and 4</b>						
<ul style="list-style-type: none"> <li>🔗 All staff engage in Write on Track CLPL</li> <li>🔗 All staff implement Write on Track strategies weekly</li> <li>🔗 Literacy assessment framework updated to incorporate sentence level assessment.</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Increased staff knowledge, confidence and skills in the development of key aspects of Tools for Writing, leading to improved learner experiences</li> <li>🔗 Improved learner experience through increased and contextualised opportunities to build Tools for Writing skills</li> <li>🔗 Improved consistency in teaching of writing across the school</li> </ul>	<ul style="list-style-type: none"> <li>🔗 Digital survey to measure increase in staff confidence (Pre &amp; post)</li> <li>🔗 Observations (POLLI, SLT) indicate a consistency in approach.</li> <li>🔗 Observations (planning, learning walks) show that there is a clear progression in the development of punctuation and grammar.</li> <li>🔗 Learning conversations (pre and post) evidence of improved knowledge and</li> </ul>	AHT	September 2023		

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	<ul style="list-style-type: none"> <li>5% increase in writing attainment across primary 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>motivation; almost all learners can give examples of how they evidence sentences.</li> </ul>				
<p><b>Challenge 3:</b> Increased knowledge, confidence and skills through engagement with the health and wellbeing indicators, leading to improved learner outcomes.</p>						
<p><b>Mission 3A:</b> Develop a nurturing school where the approaches and principles of nurture are embedded in our environment.</p>						
<ul style="list-style-type: none"> <li>Staff engage in 'All Behaviour is Communication' professional reading and CLPL</li> </ul>	<ul style="list-style-type: none"> <li>Increased staff knowledge and skills in developing a shared understanding of nurture.</li> <li>All staff effectively contributing to our nurturing environment.</li> <li>All learners feel included and accepted as part of the Kelvindale community</li> </ul>	<ul style="list-style-type: none"> <li>Digital survey to measure increase in staff confidence (Pre and Post)</li> <li>Observations (POLLI, SLT) indicate a consistency in approach.</li> <li>GMWP Pre and Post</li> <li>GIRFEC Targets</li> <li>P6 &amp; P7 counselling TICs pre and post</li> </ul>	WP Lead	Feb 2024		
<p><b>Mission 3B:</b> Further develop a play pedagogy.</p>						
<ul style="list-style-type: none"> <li>First and Second Level staff engage in playful pedagogy CLPL</li> <li>First and Second level staff implement playful pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>Increased staff knowledge and skills of playful pedagogy</li> <li>A progressive approach to exploration and discovery at First and Second Level</li> </ul>	<ul style="list-style-type: none"> <li>Observations (POLLI, SLT) indicate a consistency in approach.</li> <li>GMWP Pre and Post</li> </ul>	APT	May 2024		