

Refresh and embed the structure of an effective lesson into teaching, learning and assessment.

To improve teaching, learning and assessment across Victoria Primary School it was identified through SLT Learning Walks that a more consistent approach to the structure and delivery of a lesson would provide high-quality learners' experiences and engagement.

Gathering staffs' self-evaluation on how to improve planning and practice helped inform the guidance for all staff on the structure of an effective lesson. Pupil views gathered in our Pupil Council also contributed to this.

This Structure of a Lesson refresh also provided the opportunity to reinforce our five Learning Powers (Ready, Responsible, Respectful, Reflective, Resilient) through our school mascot Violet to encourage our learners to be independent, motivated and engaged learners.

CLASSROOM CLIMATE

- INCLUSIVE
- NURTURING
- PURPOSEFUL and SAFE
- POSITIVE BEHAVIOUR PROMOTED
- ENGAGING

Some / Most lessons may contain...

- ⇒ Modelled example (WAGOLL/WABOLL)
- ⇒ Co-construction of Success Criteria
- ⇒ Links to other learning and areas of the curriculum
- ⇒ Links to the world of work and skills development
- ⇒ Digital Technology
- ⇒ Outdoor Learning
- ⇒ Active Learning
- ⇒ Paired / Group tasks
- ⇒ Problem Solving
- ⇒ Hinge questions
- ⇒ Pupil led lessons
- ⇒ Time for editing, redrafting, rewriting
- ⇒ Play Pedagogy
- ⇒ Groupings (well considered, social, mixed ability, same ability, paired / trios)
- ⇒ Individual learning
- ⇒ Pupil voice in planning
- ⇒ Verbal feedback to further develop and challenge learning
- ⇒ Programmes of work e.g. RVI
- ⇒ SJA directed support

2.3 The structure of a lesson expected in all classes in Victoria Primary

The Key components all lessons **must** have:

Introduction:

- Re-cap on prior learning
- Activity to hook in learners - STARTER or SETTLER
- LI and SC (visible and audible)
- Build in a few well-planned, higher order/open questions to encourage higher order thinking

Learning and Teaching/Task

- LI/SC revisited.
- Differentiated tasks
- Materials and resources to support learners.
- AIFL strategies.

Clear and concise instructions and explanations (with visual supports)

- Questioning
- Model/scaffold learning
- Appropriate pace
- Feedback-oral/written
- Extension activity linked to learning.

Plenary (mid-point and/or end)

- Review of LI and SC
- Gain feedback to check understanding.
- Provide feedback linked to LI/SC
- Assessment: Self assessed / Peer assessed / Teacher assessed

LEARNING POWERS SKS

READY

RESPONSIBLE

RESPECTFUL

REFLECTIVE

RESILIENT

The Structure of a Lesson will be included in our Quality Assurance focus for session 2026,27 to ensure **all staff** are providing high-quality learning experiences **for all learners**.

This will continue to be reviewed in line with our focus on Pedagogy with the Graeme Cluster in Session 2026/27.



Victoria Primary School Standards and Quality Report 2025-2026

Try Believe Achieve

Curriculum, Learning, Teaching and Assessment

Culture, Ethos, Relationships, Equality and Inclusion

Improving Outcomes

Improved use of feedback to pupils

In Victoria Primary School we continue to strive to make Learning Visible and have assessment-capable learners. This builds on the learning of most staff over the last few years which has focused on the research of John Hattie (Visible Learning) and Dylan William/Shirey Clarke (Assessment is for Learning).

Through feedback, the majority of learners are able to know their next steps in learning and how to achieve this. Feedback is given orally or in written form (using visual prompts e.g. tickled pink/green for growth) and in a timely manner to make it meaningful. Learners are encouraged to refer to this feedback. These visual prompts are used consistently across the school and are evident in classroom environments and in pupils' work.



Over the session, learners have also been encouraged to self-assess their own work to encourage reflection and to encourage them to become leaders of their own learning.

Self-Assessment:

Begin under last piece of work	Date (DD.MM.YY)	Title & Number Underlined	One Question per Box	Self-Numbers Assessment	Used a Ruler
☐	☐	☐	☐	☐	☐

STEPS TO SUCCESS

LT: I am learning to write a recount

Challenge: I can use interesting adjectives and connectives to make my recount more exciting and detailed

I can include details about who, what, where when and why.

I can use time connectives (e.g. first, then, next, after that, finally).

I can write about _____ in the correct order

Next steps will include supporting learners in providing peer-assessment. We will also be engaged in training on Moving Learning Forwards with the Pedagogy Team.

Revisit and refresh positive relationship policy

Over this past session, staff engaged in discussion regarding the relationships & behaviour policy. Feedback was given from all staff, and some changes were made in regard to the policy being more streamlined and editing the policy to reflect the discussions had.

The staff engaged in discussions surrounding supportive steps within the classroom environment and this was also edited to reflect the points made.

Further work on this aspect of the agile improvement plan is required in order to gain parental views and views of the children in creating a child/parent friendly one page document to be shared more widely.

Staff were made aware of the Educational Psychology guidance / documentation on promoting positive relationships and how this aligns and supports our own Victoria guidance.

Consideration was also given to the behaviour in schools action plan produced by the Scottish Government in response to a national audit of this.



The teaching staff use the Boxall profile assessments to gain a full understanding of areas of development for pupils that then help shape the child's plan. The Boxall profile generates targets and resources that all staff action and these are referred to and discussed during regular TAC meetings.

Individualised behaviour plans, known as GARB plans (Green Amber, Red, Blue) are consistently used for those children with a higher level of Social and Emotional Behavioural Need.

In Session 2025/26, our total number of exclusions across the year was 3, which is a reduction from 6 exclusions in 2024/25.

Communication environment – EP and P1-4

The time dedicated to work on our communication environment was initially used to create a consistent visual timetable that could be used in all classes within the school. This was made in consultation with staff, as to what would be needed, and two Enhanced Provision pupils, who helped to guide which visuals were most meaningful from a pupil's perspective.

These visuals were shared with all staff during an in-service day, where our school communication champion and our Speech and Language Therapist also presented why a consistent communication environment is important.

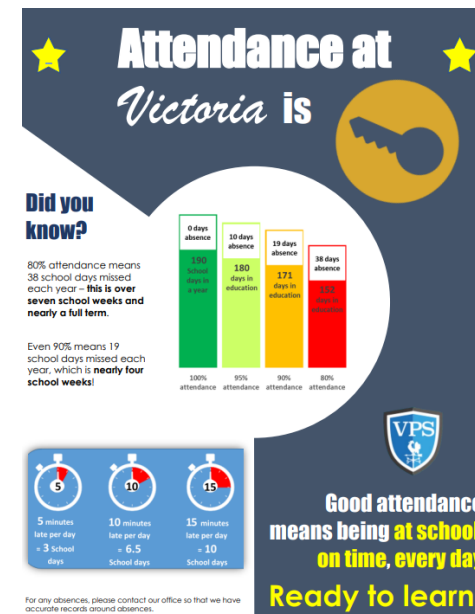
Once the visual daily schedule was implemented in all classes, the champion created bespoke social stories for specific pupils at the request of teachers/SLT and made visual schedules to help pupils understand whole school events, such as trips, school photo day etc.

In the nursery, one staff member took on the role of Communication Champion, working to develop intensive interactions, visuals, and communication strategies to be used for children with additional support needs as well as other children. She worked closely in connection with the school to ensure a smooth transition for ASN children into both P1 and EP.

Across school and nursery, we use consistent Boardmaker visuals.



Reduction in latecoming



Over this past session, we finalised our attendance policy, detailing each step taken when there are attendance concerns, as well as the procedures around daily absences.

Clerical staff ensure two texts and calls happen every day to those who are absent and office staff flag up any unanswered calls/texts to SLT, to follow up as appropriate. We have worked closely with other agencies to support attendance. We have implemented a soft start in the morning, allowing a flexible start until 09.10, also involving the offer of Magic Breakfast as part of a Successful Start.

We began sending official letters for those with attendance lower than 85%, and this is something we will continue over session 26/27 in order to flag up and work closely with families to improve both attendance as well as late-comings.

Our cumulative absence rate by May 2026 was 9.09%, which is 1% worse than in May 2025 before. Our late-coming figures are also still significant and so promoting and supporting good attendance will continue to be a priority in the new session. We hope that plans around interventions such as a walking bus will help.

Pupil voice

Across early level, we have begun our work around increasing pupil voice, particularly in advance of TACs. We have begun exploring options such as using wellbeing webs and talking webs for supporting children to share their views, particularly those who are nonverbal or not yet verbal. This work will continue across nursery, P1, and the EP next session.

In the Enhanced Provision Classrooms, the views of children are being sought in visual ways, using photographs, symbols and talking mats.

Children in First and Second Level provide their views in advance of any Team Around the Child Meetings by completing a Wellbeing Web. Children are also invited to be part of the TAC meetings, and we began using the solution focused meeting approaches as well as child centred / child led meeting approaches. We shall develop this further over the course of next session.

We trailed the new Child's Plan form for the GIRFEC group and used this with nine children across the school and ELC. Feedback from children was that this format was much easier to access, as a child. This is now being rolled out more widely across schools for those children who are Care Experienced.

The Pupil Council met regularly, and they worked with the Headteacher to consider the new school values as well as looking at the learning environment.

Improve parental links

Nursery continued with our successful events throughout the year, such as picnics at the park and end of year/Christmas celebrations. We worked to increase Seesaw use and engagement and will work on having more community outings as part of session 26/27.

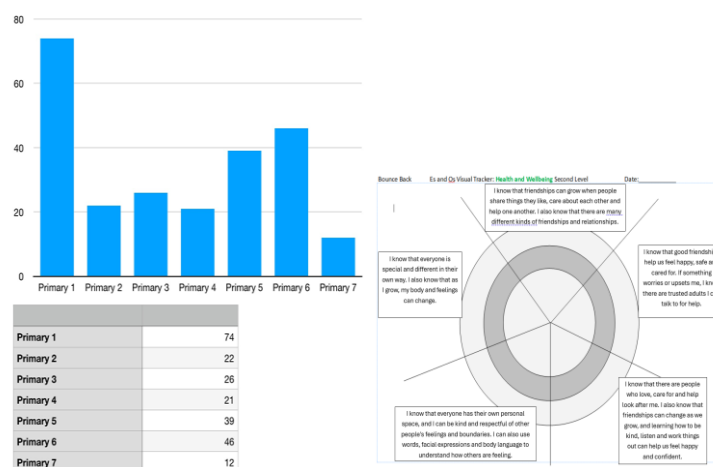
In response to Parent Views, we issued a survey to Parents / Carers asking how they would best like the reporting to parents / parents evening to look. Only 43 parents responded to the survey. 63% of these responses requested a change to the format of Parents Evenings, with a return to two more formal parents' evenings over the course of the session. This has been implemented for Session 2026/27.

Following a few unsuccessful attempts to re-establish a Parent Council at Victoria, Sports Day in June proved to be a good opportunity to promote this and interest in this was higher than previously. As a result, we now have a newly formed Parent Council. We look forward to working in partnership with the Parent Council in Session 2026/27.

Improve pupil resilience

From Early Level through to Second Level, Victoria Primary School introduced the Resilience programme of work named 'Bounce Back'. This is a whole-school programme and provides students with practical strategies and life skills to handle challenges and adversity encountered. This resource explores topics connected to student wellbeing and resilience in nine curriculum units, with a variety of engaging classroom activities. To explore topics, units incorporate high-quality children's literature and use Circle Time discussions. In the short time that this was introduced there was an increase in pupils' understanding of resilience and developing strategies to cope with different situations.

Over the session learners have also been introduced to the self-evaluation tool to encourage reflection and develop strategies.



Sports

All staff offered clubs to children, whether before school, after school, or at lunchtime. These covered a range of interests, hobbies, and activities, from yoga to running as well as team sports.

We successfully obtained our sports Gold award, recognising the quality of our physical education provision both in terms of offering quality PE lessons as well as our wider sports and activity provisions to our children from across P1 through to P7. An action plan will support improvements.

Across the year, 198 children took part in sports clubs, an increase of 24 on the previous year. Children from every year were offered, and took part, in a range of clubs, such as football, basketball, dance, cross country, netball, and swimming. We had 288 club sessions over the school year.

Refreshed Values

Over the course of the session, staff, children and parents / carers were given the opportunity to work on establishing the refreshed Values at Victoria.

A final three were decided upon. These are:

Kindness

Respect

Trust

These values were shared across the school community and in Session 2026/27, we will be working to embed these values in the work and life of the school.

Mental maths / agility

To improve teaching, learning and assessment across Victoria Primary School in Numeracy and Maths, it was identified that improved resources and a more consistent approach to teaching number bonds was required. It was clear after gathering children's views on how to improve their mental agility and knowledge, that improved outdoor learning resources would encourage and strengthen their learning.

Outdoor Maths Grab Bags were designed and created and introduced to the staff and children. These have been used across all stages, and the pupil's engagement has increased according to pupil and staff views. The regularity of this resource being accessed has also increased. The continuation of number bonds cards being implemented from Primary 1 through to Primary 7 has also been received well by staff and children. A group of children agreed that their number bonds have improved over the school session and tracking this improvement has helped.

Numeracy attainment has continued to improve from the previous session, and numeracy attainment over time is also showing an improvement.

To support staff, we updated how we record learning in the focus child system, combining all the literacy, numeracy, and other categories one page for each one, broken into the different cycles, rather than having one cycle altogether and showing all areas together. This helped staff to more clearly see the progression in each area and thus plan next steps.

We also created a tally chart to keep track of observations and ensure we have enough. Keyworkers began to only detail new learning/progress, showing the richness of experiences planned and new experiences. We conducted work around quality observations and held sessions comparing observations to further develop staff's knowledge and skills around creating deep, meaningful observations that evidence skills and next steps.

Planning formats were updated to make them more manageable and targeted/focused on the learning and next steps, with huddles focused on interests being taken forward and coming up with learning activities for the next day, with analysis of previous learning rather than only listing what children have been doing.



Victoria ELC

Priority Areas

2025-2026

We simplified staff leadership areas to ensure that they were more manageable while also ensuring they contributed with value to nursery life. Staff, in consultation with the SEYO and PT, worked on a leadership area that links to a (minimum) once-weekly adult-led gathering. Leadership areas also all linked to an identified area of improvement. This, together with external gatherings such as YMI (Youth Music Initiative), resulted in at least one quality gathering per day, in addition to the standard gatherings such as at home time, helping children's ability to be part of a group, listen, and engage with others in a group setting.

We also focused on the documentation around these, ensuring we can evidence the gatherings and the learning experienced from these. Next steps and children's interests were the minimum to be evidenced in the planning, with an overall evaluation sheet / display showing the evidence of the entire project over the year.

This was a successful model, which we will continue into 2026-2027, in areas such as gardening, technology, and literacy.

Curriculum, Learning, Teaching and Assessment

Culture, Ethos, Relationships, Equality and Inclusion

Improving Outcomes

Following a year of significant change, a key priority for us was ensuring consistent routines and approaches at key points of the day for all children.

Beyond securing consistent routines during the day to help support children with known expectations and the smooth flow of the day, all staff ensured that strategies for children, including changes as they came up, were shared and used consistently, supporting children with expectations, boundaries, and supports.

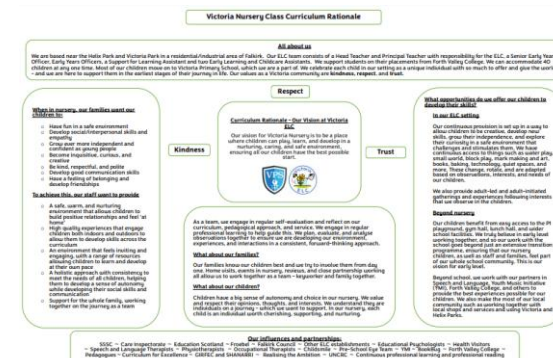
Staff were fully involved in huddles and meetings, where key information is shared with all. For those not present, we have ensured notes are taken and emails sent so that no staff is unaware of any vital information.

Wider nursery life / school links

Our nursery children, together with staff and families, were fully consulted and involved as part of deciding our new Victoria values – friendship, honesty, and trust.

All were also fully involved in the creation of our new curriculum rationale, which we launched at the end of the school year, including a child-friendly version. We took this opportunity to create a new ELC logo which was also child-made (as seen in this document).

We have begun the journey of ensuring that the children are fully aware and embedded in daily nursery life.





Agile Improvement Priorities for Session 2026/27

Curriculum

- Making our refreshed values visible and embedding them in the curriculum
- Staff awareness and knowledge of the Curriculum Improvement Cycle (CIC)
- Supporting Effective Transitions at the Early Level (P1 Project)

Learning, Teaching and Assessment

- Improved use of feedback for learning
- Cluster Pedagogy Plan (Mode D)

Health, Wellbeing and Relationships

- Improving attendance, including a reduction in lateness
- Relationships and behaviour policy review
- Effectively meeting the needs of learners with Social and Emotional Behavioural Needs – antecedent planning and deescalation