

Agile Improvement Plan **Workbook**

Victoria Primary School



Year 2026/2027



See also the separate agile plan for the ELC

 FALKIRK COUNCIL 
 COMHAIRLE NA H-EAGLAIS BRICE 

Establishment Improvement Priorities - Short

SHORT – THIS SESSION

Pillar 1

Curriculum

- 1 Making our refreshed values visible and embedding them in our curriculum (Blocks 1 & 3)
- 2 Staff awareness and knowledge of the Curriculum Improvement Cycle (Blocks 3 & 5)
- 3 Supporting Effective Transitions at the Early Level (Blocks 1 and 2)
- 4
- 5
- 6

Pillar 2

Learning, Teaching and Assessment

- 1 Improved use of feedback for learning (Blocks 2 & 4)
- 2 Cluster Pedagogy Plan Mode D (Blocks 1 – 4)
- 3
- 4
- 5 See ELC agile plan - Maintaining and tying new systems together
- 6 See ELC agile plan - Recording and documenting planning

Pillar 3

Health, Wellbeing and Relationships

- 1 Improving attendance, including the reduction of latecoming (whole school year)
- 2 Relationships and behaviour – policy review (Blocks 1 & 4)
- 3 Meeting the needs of learners with SEBN – antecedent planning and deescalation (Blocks 1 & 3)
- 4
- 5
- 6 See ELC agile plan - Improved home & community links

Clarify Canvas • Pillar 1, Short 1

Making our values visible and embedding them in our curriculum

Right click the house icon, select
'link' then 'open link' to go home.



Impact

Q1 – What impact do we want to have?

The school and community to have knowledge and ownership of the refreshed values – Kindness, Respect, Trust.

Translate our values into daily practice within our school.

All members of the school community to use the values to support them to act in a responsible way.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Our school values are newly chosen by the whole school community but not yet well known or embedded.

Not all children will fully understand what the values mean and some may be unsure how these values relate to them.

For some, behaviour and actions do not always demonstrate these values of kindness, respect and trust.

In this time of great uncertainty and change in the world (a VUCA world), it can be difficult to define and live by strong values and have a strong moral compass, for example due to the influence of Social Media.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Clear display promoting the values at Victoria – signage and 'branding' around the school.

Learners are supported to know, understand and use the values through teaching and learning across the four contexts for learning.

Explicit teaching of the values through stories and the health & well-being curriculum.

Values reinforced and promoted at assembly to celebrate success.

Values linked to the work we are doing on Children's Rights.

The values to be incorporated into our Positive Relationship policy and practices.

Evidence

Q4 – How would we judge whether or not we have been successful?

Evidence of the Values displayed around the school and within our 'branding'.

During discussions with various groups within the school community, values are known and can be articulated.

Evidence of the teaching of values through forward planning and also through observed teaching.

Evidence through behaviour and actions, for example an increase in acts or examples of kindness.

Clarify Canvas • Pillar 1, Short 2

Staff Awareness and Knowledge of the Curriculum Improvement Cycle (CIC)



Impact

Q1 – What impact do we want to have?

- Ensure that 100% of teaching and ELC staff are aware of the national Curriculum Improvement Cycle (CIC) – background, timeline and guidance
- Provide clarity on the technical frameworks, the Big Ideas and other aspects of the new curriculum guidance.
- High level of staff engagement with the upcoming national draft curriculum guidance.
- Foster a school culture where staff feel prepared and confident to engage with curriculum design within the new CIC.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- The current curriculum has been criticised as being too vague and fragmented, with a lack of clear progression.
- The current curriculum can often feel too crowded.
- The Scottish Government and Education Scotland have begun the Curriculum Improvement Cycle, a 10 year national change programme, which we will have to engage with in a timely manner.
- Change to be implemented nationally – this can cause a period of instability and uncertainty, which will require careful management to avoid additional stress or confusion.
- The new technical frameworks will be unfamiliar to all staff.
- Time will be needed to effectively engage with the CIC and to implement this.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

CIC – Key dates

- June 2026 – the draft evolved curriculum technical framework is published, setting the foundation for future curriculum changes.
 - June 2026 - draft samples for each curriculum area using the Know-Do-Understand Model. These will eventually replace the current Es&Os and Benchmarks (from August 2028).
 - Sept-Nov 26 – draft KDU Models for all 8 curriculum areas
 - In January 2027 we will move into the first part of Phase 3, Sharing, Learning and Adopting. Publish the final refreshed curriculum design guidance together with the final KDU Models
- HT and DHT to engage with authority led sessions and Cluster focussed sessions on the CIC.

Evidence

Q4 – How would we judge whether or not we have been successful?

- Pre- and post-session staff evaluation forms showing an increase in practitioner confidence regarding the purpose and structure of the 10-year CIC cycle.
- Informal and formal professional dialogue indicating that staff are using updated terms correctly.
- Staff participation in national, local or school activities related to the CIC.
- Staff feedback showing that practitioners feel informed, supported, and secure about changes to the curriculum.
- Some evidence of staff beginning to use a know, do, understand model of learning.

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Supporting Effective Transitions at the Early Level



Impact

Q1 – What impact do we want to have?

To strengthen continuity and progression across Early Level so that children experience a developmentally planned, nurturing and play-based transition from ELC into Primary 1.

Children will feel settled, secure and confident in P1, with increased wellbeing, involvement and engagement in learning, through high-quality play pedagogy, responsive adult interaction and improved observational assessment.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Despite our hard work in unifying early level, which has been acknowledged and praised previously by the central team, transitions from ELC to P1 can sometimes feel like a shift in expectations, routines, environment and pedagogy, rather than a continuation of children's Early Level learning journey.

P1 staff may not always have enough time or capacity, given class sizes, to create tailored, developmentally appropriate play environments or use high-quality observations to identify children's next steps from the start of term.

There is a need to strengthen consistency in play pedagogy, assessment through observation, and the use of Assessment Progression Framework data across ELC and P1.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Implement the Primary 1 Equity and Excellence project through a two-stranded approach:

1. Additional teaching capacity and EYO support in P1
Additional teacher/EYO will support continuity from ELC to P1 by joining children's play, developing relationships, supporting classroom routines including ASN routines, contributing to high-quality play environments, and gathering observations of children's learning to inform next steps, together with the main class teacher.

2. Core P1 teacher CLPL and collaborative improvement work
P1 teachers will engage in CLPL focused on play pedagogy, early language, responsive planning, effective observation systems, learning environments, measuring engagement and using data to improve practice.

This will be supported by our ongoing work around ELC–P1 discussions, P1 staff visiting ELCs, open-door opportunities, cluster transition work, shared planning, Helicopter Stories, use of spaces/interactions/experiences audits, and strong communication around transition information.

The approach is underpinned by Realising the Ambition, Falkirk's Pedagogy Framework and the principles of high-quality provision: nurturing relationships, play, child voice, skilled adult interactions, developmentally appropriate practice, family partnership and the environment as a teacher.

Evidence

Q4 – How would we judge whether or not we have been successful?

Leuven Scale measures of children's wellbeing and involvement.

High quality observations of children's play, learning and interactions.

Tracking data showing clear next steps.

Evidence from Helicopter Stories, early language, literacy and numeracy observations.

Staff reflections and CLPL evaluations showing increased confidence in play pedagogy and observational assessment.

Audits of spaces, interactions and experiences showing improved quality of P1 provision.

Feedback from P1 teachers, EYOs, ELC staff, children and families.

Evidence that transition information is used earlier and more effectively to plan support, routines and learning experiences.

The strongest evidence will be children showing higher levels of wellbeing, involvement and engagement, alongside clearer continuity between ELC and P1 practice.

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Improved use of Feedback for Learning

Impact

Q1 – What impact do we want to have?

To have assessment capable learners who can receive and give feedback.

Children will have a better understanding of where they are in their learning and their and others' next steps, and be able to articulate this.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Most learners can self-assess but are still not consistently giving or receiving feedback to their peers.

The majority of staff are using feedback effectively to inform and support progress in learning, but this needs to be more consistent.

At times, some learners are given the opportunity to lead learning and be involved in the planning of learning. This is something that needs to be developed across the school.



Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence supporting this approach

Support learners to be able to peer assess the work of others.

Ensure that all peer-feedback is kind, specific and helpful.

Adopt the steps to success rubrics in writing to support teacher, self and peer-assessment.

Ensure that feedback is evidenced in jotters consistently (traffic lights, tickled pink/green for growth)

Support learners to continue to be Assessment Capable by being able to respond to the 3 feedback questions- **FEED UP-Where am I going?** **FEEDBACK- How am I doing it?** **FEED FORWARD -Where to next?**

Utilise digital technologies e.g. Qwikr, to develop a feedback culture.

Evidence

Q4 – How would we judge whether or not we have been successful?

Pupil focus groups-learners views on what 'feedback' means to them.

Jotter monitoring

Observed lesson - feedback in practice.

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Graeme Cluster Focus on Pedagogy

Impact

Q1 – What impact do we want to have?

Through the consistent application of five key pedagogical principles, we will strengthen teaching and learning, improving outcomes for all learners.

By embedding enquiry-based approaches and adaptive teaching, and developing practitioners' skills, we will ensure teaching is responsive, engaging, and meets the diverse needs of every child, leading to deeper understanding, increased attainment and sustained progress.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Staff understanding and application of the inquiry cycle is not yet fully developed or embedded, leading to variability in the quality of learning experiences.

Learning is not always designed to maximise learner agency, relevance, and engagement, which can negatively impact motivation and depth of understanding.

As a result, there is variation in pedagogy and learner outcomes, with not all pupils consistently experiencing high-quality, responsive teaching that supports sustained progress.



Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Through engagement with the Mode D pedagogy offer from the central team, over 20 hours of teacher collegiate time:

Enhance practitioners' knowledge and understanding of how to meet the needs of all learners through appropriate challenge and support.

Develop a deeper understanding of the inquiry cycle.

Staff to plan high-quality inquiry-based learning that increases learner agency, relevance, and engagement, leading to improved outcomes.

Evidence

Q4 – How would we judge whether or not we have been successful?

- Staff confidently articulate their improved knowledge and understanding of adaptive teaching, evidenced through professional dialogue, staff surveys, and quality assurance activities.
- Practitioners reflect on and discuss specific adaptive teaching strategies used in their classrooms, demonstrating clear links between approaches and learner needs.
- Staff can clearly explain how adaptive and inquiry-based approaches increase engagement and improve outcomes for learners.
- Increased learner engagement in inquiry-based learning is evident through pupil voice, observations, and participation.
- Staff consistently plan, implement, and evaluate high-quality inquiry-based learning experiences.
- Practitioners are able to reflect on and evaluate the impact of their pedagogical approaches, using evidence to adapt and improve teaching.
- Overall, there is improved consistency in pedagogy and measurable improvement in learner engagement, progress, and attainment across the school.

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Improving attendance & reducing latecoming



Impact

Q1 – What impact do we want to have?

We would like to see a sustained improvement in our attendance figures throughout the school with our overall attendance improving from 89% to 92%.

We would like to reduce children with under 70% to below 10 (from over 20) individuals.

We would like to reduce the instances of latecoming.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

We continue to suffer from poor attendance figures across the school. Our main challenges are:

- Holidays during term time
- Select children who have significant attendance concerns (30-60%)
- Late arrivals

Poor attendance is frequently showing as a reason for children who are not attaining.

Despite working together with social work and family support, frequent phone calls, and an updated policy, we have struggled to improve these figures, and so this will continue to be a focus for us this coming year.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Attendance letters for those under 85%, at least once per term.

Review of our attendance policy, together with the central team.

Letters for unauthorised holidays to be issued for any holidays over two days.

Linking in with the central team attendance and inclusion support staff to support specific children and families, also linking in with social work as and when necessary.

Look to reimplement a walking bus to help support morning (and on time) arrivals.

Continue with and scale up the Magic Breakfast offer as part of our Soft /Successful Start practices.

Consider positive pupil engagement in relation to improving school attendance.

Evidence

Q4 – How would we judge whether or not we have been successful?

Attendance figures – overall attendance figures improving (by at least 3%) as well as improved percentages for specific children.

Fewer late arrivals (-10%) and fewer term-time holidays (-10% decrease in UPH figures).

Attainment data / tracking meetings, with a decrease in attendance as a reason for not being on track.

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Relationships and Behaviour Policy Review



Impact

Q1 – What impact do we want to have?

A clear and concise positive relationships policy that can support and guide pupils, parents and staff.

Consistent, competent and well-informed practice in regard to building and maintaining positive relationships and managing behaviour effectively.

A reduction in instances of dysregulated behaviour.
An increase in staff confidence to respond to distressed and dysregulated behaviour.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

In consultation with staff we have created the Victoria Primary School positive relationships and behaviour guidance, but this needs to be refreshed to take into account any ongoing feedback from staff, pupils and stakeholders.

Our relationships and behaviour policy needs to be reviewed further to align and be informed by the Educational Psychology guidance shared in February 2025.

Pupils must also be aware of this guidance and a child friendly version created in liaison with the young people in order for this to have the desired impact.

New members of staff need to be fully aware of, and consistently implementing, our practice and processes.

The practice and processes need to take account of the 3 year strategy on behaviour produced by the Scottish Government, which includes a heavier weighting on consequences.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Give time to allowing all staff to become familiar (if new) or refamiliarise themselves with the current positive relationship guidance at Victoria.

Gather feedback early on in relation to any changes / updates to the positive relationship guidance.

Create a one-page overview of the behaviour and relationships guidance for sharing with the wider school community.

Request and engage in training for restorative practice and approaches.

Facilitate further staff attendance at the multi-agency de-escalation training.

Evidence

Q4 – How would we judge whether or not we have been successful?

Wellbeing self-assessments – children completing these at the start of the year and the end.

Use of the Boxall for targeted support groups.

Audit of incidents recorded on EVOTIX assure – reducing in number and frequency.

Record of 'red heart' calls for SLT support for dysregulated behaviour – reducing in frequency and number.

Observations of pupil engagement in class.

Impact

Q1 – What impact do we want to have?

The P6/5 classrooms environments are inclusive and supportive of the needs of young people.

Practitioners have an increase understanding of behaviour and how to best support at each stage of the escalation model.

Heightened situations are de-escalated more effectively resulting in less distress and incident.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Develop staff confidence to take ownership of supporting the individual needs of the young people within their classes.

Empowering teachers to meet diverse needs in their own classrooms.

Higher levels of dysregulation and distressed incidents than in other yeargroups.

Evotix levels are higher than for other stages of the school.

Develop staff confidence and skills when de-escalating and supporting distressed behaviour.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

Develop physical and social classroom environments to ensure they are inclusive to the needs of all learners.

IN partnership with the ASN Enhanced Support Team - Provide ‘on the ground’ support to help staff further develop skills and strategies around de-escalation.

Ensure consistency of approach between all four P6/5 classes and with all staff working with and supporting the P6 pupils throughout the school.

Evidence

Q4 – How would we judge whether or not we have been successful?

Young people are regulated and engaged within their classroom environments

Staff will say that they can support regulation and engagement in their own classrooms and will feel more confident to do so.

Primary preventative measures are consistently seen across the classrooms.

Distressed and dysregulated incidents are reduced, staff are utilising de-escalation strategies discussed.