Agile Improvement Plan **Workbook**

Beancross Primary School and Early Learning Class

2026-2027

FALKIRK COUNCIL
COMHAIRLE NA H-EAGLAIS BRICE

Establishment Improvement Priorities - Short

FALKIRK COUNCIL
COMHAIRLE NA H-EAGLAIS BRICE

SHORT – THIS SESSION

Pillar 1

Curriculum, Learning, Teaching and Assessment

1. By June 2027, all learners will experience a consistent pedagogical approach where every core lesson is framed by a clear visual framework (LI, Steps to Success, Real-world purpose, and Meta-skill).
2. By June 2027, learners will develop the 12 SDS meta-skills, identifying and applying them with increasing confidence through curriculum, ans supported by STEM and DYW contexts.

Pillar 2

Culture, Ethos, Relationships, Equality and Inclusion

1. By June 2027, all learners will experience a consistently safe and respectful school environment, underpinned by a our Relationships Policy, restorative practices, and engaging play spaces.
2.

Pillar 3

Improving Outcomes

1. By June 2027, school-wide attendance rates will improve, and latecoming will decrease, driven by a welcoming ethos and effective barrier removal.
2. By June 2027, all families will experience more regular opportunities to engage with their child's learning through practical online guides, early parent-teacher meetings, and regular informal showcases.

School Improvement Priorities - Medium

FALKIRK COUNCIL
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MEDIUM – NEXT 2 TO 3 YEARS

Pillar 1

Curriculum, Learning, Teaching and Assessment

1. By June 2029, our consistent pedagogical approach will evolve into fully learner-led pedagogy, where children independently utilise their meta-skills to co-design their learning contexts and assessments.
2. By June 2029, STEM and DYW will be seamlessly integrated across all curriculum areas, supported by sustained, active partnerships with local businesses, industries, and the wider community.
3. By June 2029, the 'Data Story' approach to gathering evidence will transition into a robust, digital profiling system, wholly led by learners to articulate their progress and pathways.
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Pillar 2

Culture, Ethos, Relationships, Equality and Inclusion

1. By June 2029, the Relationships Policy and restorative practices will be deeply embedded in school culture and learners actively lead peer mediation and confidently resolve conflicts independently.
2. By June 2029, inclusive practice for all learners (building on 25/26 Stage 3 support) will be expertly delivered by all staff through universally embedded trauma-informed and neuro-affirming strategies.
3. By June 2029, pupil voice and leadership will expand beyond the playground, with learners driving school improvement initiatives and actively sustaining our rights-respecting ethos.
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Pillar 3

Improving Outcomes

1. By June 2029, sustained high attendance and an embedded welcoming ethos will translate directly into significantly narrowed poverty-related attainment gaps in both Literacy and Numeracy across all stages.
2. By June 2029, parental engagement will evolve into a robust Family Learning culture, where parents are empowered as active co-educators and genuine partners in curriculum delivery.
3. By June 2029, established partnerships with local community groups and multi-agency services will provide robust, wrap-around support for our families, systematically removing external barriers to wellbeing, attendance, and achievement.
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Clarify Canvas • Pillar 1, Short 1, High Quality Learning, Teaching and Assessment.

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Impact

Q1 – What impact do we want to have?

By June 2027, all learners will experience a consistent pedagogical approach where every core lesson is framed by a clear visual framework (LI, Steps to Success, Real-world purpose, and Meta-skill).

Problem

Q2 - What problems are we trying to solve?
Include evidence supporting our understanding of the problems

- Pedagogy: There is inconsistency across stages in formatting Learning Intentions (LIs) and Success Criteria (SCs), leading to a lack of shared pedagogical language for learners as they move through the school.
- Learner Ownership: Success criteria are often teacher-generated and some focus on task completion rather than the intended learning, reducing learner ownership and making self-assessment difficult.
- Questioning: There are inconsistencies with low-level recall questioning and pre-planned higher-order questions that build independent thought.
- Learner Choice: Learners have differing opportunities to choose how they choose contexts for learning and how they demonstrate their learning.
- Parents: Reporting to parents could be viewed as a singular, periodic event rather than an ongoing dialogue, leaving parents unsure of how to support their child's learning at home.

Change

Q3 – What change/s could we make that would result in an improvement?
Include research evidence base supporting this approach

- Consistency: Implement a consistent visual framework school-wide to explicitly share LIs, 'Steps to Success', real-world relevance, and targeted meta-skills for every core lesson.
- Co-construction (Assessment AS Learning): Shift from teacher-led criteria to co-constructing 'Steps to Success' with learners, establishing robust routines for peer and self-assessment.
- Elevated Questioning (Assessment FOR Learning): Embed pre-planned higher-order questioning to purposefully move learning forward, shifting from 'what' to 'why' and 'how'.
- Varied Evidence & Data Stories: Support teachers to gather valid, varied, and manageable evidence by building 'Data Stories', combining qualitative observations and quantitative data.
- Learner Choice: Explicitly empower children to select their own contexts and projects (e.g., presentations, podcasts, practical models) to demonstrate their learning. Link with SAMR framework.
- Reporting: Launch termly 'Snap Shot Jotters' to transform reporting into an ongoing, two-way process, featuring structured feedback mechanisms for learners to lead conversations at home with their parents.

Evidence

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

- Observations: 100% of classes are observed using the consistent visual framework during core lessons.
- Pupil Voice: Focus groups demonstrate learners can confidently articulate their LIs, SCs, and next steps in learning, and are actively choosing how to present their work.
- Teacher Planning & Practice: Learning walks and planning discussions confirm the consistent use of pre-planned higher-order questioning routines and adequate wait-time.
- Moderation Quality: Collegiate moderation sessions show teachers confidently evaluating progress using varied 'Data Stories'
- Parental Engagement: High return rates and positive qualitative feedback from parents via the termly Snap Shot Jotters.
- Parent Surveys: Surveys indicate an increase in parents' understanding of their child's current progress and how to support their learning at home. .

Rapid Action Plan Pillar 1:
High Quality Learning, Teaching and Assessment

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Q1. Deliverables What are the next most important deliverables?	Q2. Responsibility Who will take the lead? Who else will be involved?	Q3. Timeline What is the timeframe for delivery?	Q4. Resources What resources, time or support will be needed?	Q5. Barriers What could get in the way of successful completion? How will we work to minimise this impact?
Cycle 1: Making Learning Visible Roll out the visual framework. Extract context-free LIs. Introduce 'Steps to Success'. First 'Snap Shot' Jotter.				
Cycle 2: Questioning & Co-construction Co-construct SC with learners. Pre-planned higher-order questions (50/50 balance). Introduce Meta Skills Land characters.				
Cycle 3: Evidence & Learner Choice Gather qualitative & quantitative evidence. Build Data Stories. Facilitate learner choice in presenting learning. **Cycle 4: Reporting & The Learner Journey** Refine ongoing reporting. Final Snap Shot Jotter with structured parent feedback. Learner-led reflections.				

The Stand Up •

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Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?

Clarify Canvas • Pillar 1, Short 2, STEM, Meta Skills and Developing the Young Workforce.

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Impact

Q1 – What impact do we want to have?

By June 2027, learners will develop the 12 SDS meta-skills, identifying and applying them with increasing confidence through curriculum, ans supported by STEM and DYW contexts.

Problem

Q2 - What problems are we trying to solve?
Include evidence supporting our understanding of the problems

- Implicit vs. Explicit Skills: Skills are often implicit in learning rather than explicitly taught; therefore, learners cannot confidently articulate the transferable skills they are using or understand why they matter.
- Lack of a Progressive Framework: School lacks a consistent framework to support planning, identifying, and assessing skills progression.
- Future Pathways: Daily classroom learning can sometimes lack clear, explicit connections to future application or pathways, which could make it difficult for children to understand how their current learning prepares them for the future.
- Limited High-Energy Application: Without the dedicated STEM focus weeks from previous sessions, there are fewer sustained, collaborative opportunities for learners to tackle broad, real-world problems and apply their skills in new contexts.
- Lack of Structured Self-Reflection: Learners currently do not have a dedicated tool to independently evaluate their own growth in essential skills like curiosity, adapting, or communicating.

Change

Q3 – What change/s could we make that would result in an improvement?
Include research evidence base supporting this approach

- *Adopt a National Framework: Fully adopt the Skills Development Scotland (SDS) Meta-Skills model, establishing a common language across the school built on three themes: Self-management, Social intelligence, and Innovation.*
- *Explicit Teacher Planning: Support teachers to use the Meta-skills Progression Framework to explicitly align these 12 skills with their CfE level planning and the daily visual lesson framework.*
- *Learners: Deliver dedicated 'Introduction' and 'Developing' meta-skills lessons to explicitly teach learners what these skills are and why they are vital for the future.*
- *Reinstate STEM Focus Weeks: Use hands-on STEM focus weeks as the practical application for these skills, empowering children to select their own projects to solve real-world problems.*
- *Embed DYW Connections: Actively link the daily targeted meta-skills and STEM projects to specific careers and future pathways, integrating DYW naturally into the curriculum.*
- *Learner-Led Evaluation: Implement the Meta-skills Self-reflection Workbook so learners can routinely rate themselves against specific statements and track their personal growth over the year.*

Evidence

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

- Teacher Planning: Forward plans and the daily visual frameworks consistently show the 12 meta-skills explicitly linked to learning intentions and steps to success.
- Learner Articulation: Pupil voice demonstrates that learners can confidently name the skills they are using and explain how they help them learn.
- Self-Reflection Data: Completed Self-reflection Workbooks show learners are capable of independently evaluating their progress and identifying which skills they need to develop further.
- STEM: Observations during STEM Focus Weeks show high levels of pupil engagement, successful collaboration, and successful completion of learner-led projects.
- DYW Awareness: Learners can articulate how the specific meta-skills they use in class (e.g., sense-making or critical thinking) connect to jobs that exist now and jobs that might exist in the future.

Rapid Action Plan Pillar 1:
STEM, Meta Skills and Developing the Young Workforce.

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Cycle 1: Commit & Embed Deliver SDS 'Intro' & 'Developing' lessons. Baseline 'Self-reflection Workbooks'				
Cycle 2: Mainstream & Apply STEM Focus Week 1. Character-led self-assessment. SDS Self-evaluation routines.				
Cycle 3: Embedding DYW Link the 12 meta-skills to career pathways on daily visual frameworks. **Cycle 4: Showcase & Evaluate** STEM Focus Week 2 (Learner-led showcase). Final 'Self-reflection Workbooks'.				

The Stand Up • Expressive Arts – 1.10.26

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Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?

Clarify Canvas • Pillar 2, Short 1, Relationships, Ethos and Play.

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Impact

Q1 – What impact do we want to have?

By June 2027, all learners will experience a consistently safe and respectful school environment, underpinned by our Relationships Policy, restorative practices, and engaging play spaces.

Problem

Q2 - What problems are we trying to solve?
Include evidence supporting our understanding of the problems

- Implementation: Following the initial launch of the new Relationships Policy and playground improvements in 2025-2026, there is a risk of practices becoming diluted or inconsistent if not actively nurtured, reflected upon, and maintained.
- Inconsistent Adult Responses: While initial training has taken place, during high-stress moments, adult responses can sometimes revert to traditional punitive measures rather than consistent restorative dialogue, causing confusion for learners.
- Parental Misalignment: Some parents may lack a deep understanding of restorative practices, sometimes viewing them as a 'soft option' without consequences. This misunderstanding creates friction between home and school expectations when resolving conflict.
- Playground Sustainability: The physical improvements to the play spaces require sustained routines and active pupil leadership; otherwise, these areas risk reverting to flashpoints for low-level conflict rather than engaging, cooperative environments.

Change

Q3 – What change/s could we make that would result in an improvement?
Include research evidence base supporting this approach

- *Collegiate Reflection (Maintain & Embed): Shift from 'launching' to 'embedding' by dedicating specific, protected collegiate time for staff to reflect on complex behaviour cases, share successful restorative interventions, and adapt strategies collaboratively.*
- *Empower Peer Mediators: Train a cohort of older learners as peer mediators to take ownership of the play spaces, resolving low-level playground conflicts using restorative questions without requiring immediate adult intervention.*
- *Parental Partnership: Run informal showcases and create practical online guides for parents that explain the 'why' behind our approach—focusing on the neuroscience of self-regulation and the value of restorative accountability over traditional punishment.*
- *Focus on Emotional Literacy: Move beyond rigid restorative scripts by embedding daily emotional check-ins, helping children link feelings to behaviour and actively practice empathy when listening to others' perspectives.*
- *Consistent Playground Routines: Establish clear, predictable routines and active staff modelling in the play spaces to ensure they remain safe, structured, and focused on positive play.*

Evidence

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

- Data Tracking: A sustained reduction in the number of low-level playground conflicts escalating to SLT intervention, demonstrating that peer mediation and the play spaces are functioning effectively.
- Staff Confidence: Staff surveys and collegiate feedback indicate that teachers and support staff feel confident, aligned, and supported in independently managing distressed behaviour using relational approaches.
- Pupil Voice & Ethos: Learner focus groups report feeling safe, listened to, and respected, and can visibly demonstrate empathy and accountability when discussing conflicts with peers.
- Parental Feedback: A reduction in adversarial parent communications regarding discipline, replaced by collaborative, solution-focused partnerships and positive feedback regarding the school's ethos.
- Observation of Spaces: Learning walks and playground observations confirm that the physical play spaces are being used cooperatively and that restorative language has become the default, natural culture of the school.

Rapid Action Plan Pillar 2:
Relationships, Ethos and Play.

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The Stand Up •

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Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?

Clarify Canvas • Pillar 3, Short 1,
Improving Outcomes – Attendance and Latecoming

FALKIRK COUNCIL
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Impact

Q1 – What impact do we want to have?
By June 2027, school-wide attendance rates will improve, and latecoming will decrease, driven by a welcoming ethos and effective barrier removal.

Problem

Q2 - What problems are we trying to solve?
Include evidence supporting our understanding of the problems

Workload: SLT and teachers do not have the to rigorously track attendance data, make daily phone calls, and conduct the family outreach required to uncover hidden barriers.
Morning Routines: Cost of living pressures and morning routines at home contribute to higher levels of latecoming and missed morning learning.
'Hooks': For some learners, the curriculum is not enough of a draw; they lack the engaging, non-academic hooks required to make them want to come to school every day.
Support: Historically, attendance interventions have triggered too late and it has been difficult identifying and addressing the root causes.

Change

Q3 – What change/s could we make that would result in an improvement?
Include research evidence base supporting this approach

- Dedicated PEF Leadership: Employ a dedicated Pupil Equity Funded (PEF) member of staff to monitor daily attendance, lead family meetings, and identify and help remove barriers to attendance.
- Implement Magic Breakfast: Launch the Magic Breakfast provision to provide a positive, stigma-free, and welcoming start to the day, acting as an effective, direct hook to reduce morning latecoming.
- Targeted Extra-Curricular Hooks: Maximise the impact of the teacher-led Extra Curricular Programme (clubs, sports, and arts) by targeting and securing places for vulnerable learners to boost their engagement and desire to attend.

Evidence

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

Attendance Data: Tracking shows a measurable, sustained increase in overall school attendance percentages compared to the 2025-2026 baseline.
Latecoming Logs: A significant reduction in the number of recorded late arrivals.
Engagement Tracking: High uptake and sustained attendance at both Magic Breakfast and the Extra Curricular clubs, particularly by our targeted equity groups.
Intervention Success: PEF intervention logs demonstrate successful barrier removal.
Parental Feedback: Qualitative feedback from families confirms they feel supported.

Rapid Action Plan Pillar 2:
Improving Outcomes – Attendance and Latecoming

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Cycle 1: Launch & Welcome Launch Magic Breakfast. Establish baseline data. Begin early barrier-removal meetings.				
Cycle 2: Targeted Interventions & Hooks Daily targeted family phone calls. Prioritise vulnerable learners for Extra Curricular clubs.				
Cycle 3: Sustaining Winter Routines Tailored support for morning routines (e.g., visual timetables). Sustain Magic Breakfast. **Cycle 4: Evaluation & Transitions** Year-end attendance analysis. Transition profiling for vulnerable families.				

The Stand Up •

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Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?

Clarify Canvas • Pillar 3, Short 1,
Improving Outcomes – Family Engagement

FALKIRK COUNCIL
COMHAIRLE NA H-EAGLAIS BRICE

Impact

Q1 – What impact do we want to have?
By June 2027, all families will experience more regular opportunities to engage with their child's learning through practical online guides, early parent-teacher meetings, and regular informal showcases.

Problem

Q2 - What problems are we trying to solve?
Include evidence supporting our understanding of the problems
Threshold Anxiety: For many families, crossing the school threshold feels intimidating. Previous experiences or formal structures can make the school environment feel unapproachable, leading to reluctance to engage.
Timing of Feedback: Traditional parent-teacher meetings often occur too late in the academic year. By the time a partnership is established, valuable weeks of proactive intervention and support have been lost.
High-Stakes Engagement: Interactions between home and school often centre around formal reporting or behavioural discussions rather than joyful, low-stress celebrations of learning.
Community Assets: Parents and carers possess a wealth of skills, time, and enthusiasm, but there is a lack of structured, accessible, and clearly communicated opportunities for them to volunteer within the school.
Information Overload: When parents are given resources to help at home, it can sometimes be overwhelming or too academic, leaving them unsure of how to practically support their child.

Change

Q3 – What change/s could we make that would result in an improvement?
Include research evidence base supporting this approach
Early Parent-Teacher Meetings: Shift the first formal parents' night to much earlier in the academic session. This establishes a proactive, supportive relationship from the outset. Potentially early September 2026.
Engagement Activities: Systematically introduce informal, low-pressure events designed simply to welcome families into the building. This includes fun family events, relaxed class showcases, and whole-school shows where the focus is on celebration.
Increased Volunteering Opportunities: Actively invite and structure opportunities for parents to come into the school to volunteer (e.g., paired reading, helping with STEM weeks, sharing career expertise for DYW, Magic Breakfast, or supporting the Extra Curricular Programme.
Practical Online Guides: Distribute easily accessible, bite-sized online guides (e.g., short videos or visual infographics) that empower parents to support learning at home practically and without pressure.

Evidence

Q4 – How would we judge whether or not we have been successful?
Event Attendance Data: High turnout at the early parents' nights, class showcases, and school shows. Crucially, we will track this to ensure we are successfully engaging families.
Volunteer Logs: A measurable, sustained increase in the number of parents actively volunteering within the school across different capacities.
Engagement: High view counts and positive engagement analytics for the practical online learning guides shared via school communication channels.
Parental Feedback & Surveys: Improved responses in parent surveys specifically relating to the school's ethos.
Qualitative Ethos Checks: SLT observations of the general atmosphere during family events, noting relaxed, positive interactions between staff, learners, and parents.

Rapid Action Plan • Pillar 2, Short 2, Improving Outcomes

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Action 1: Early Parent-Teacher Meetings Shift first formal parents' night to early in the session to establish partnerships. Parent Volunteer Opportunities.				
Action 2: Low-Tariff Engagement Informal class showcases. Fun family events/school shows.				
Action 3: Volunteering & Online Guides Create practical, bite-sized online learning guides. Structure parent volunteering opportunities.				

The Stand Up •

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Q1. What progress have we made?

Q2. What challenges are we facing?

Q3. What concrete actions should we take next?

Optional question: what impact evidence will we collect?

The Stand Up •

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COMHAIRLE NA H-EAGLAIS BRICE

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Clarify Canvas • Pillar 3, Short 1.

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Impact

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Problem

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Include evidence supporting our understanding of the problems

Change

Q3 – What change/s could we make that would result in an improvement?
Include research evidence base supporting this approach

Evidence

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

Rapid Action Plan • Pillar 2, Short 2, Relationships Policy

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Rapid Action Plan • Parental Engagement

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Rapid Action Plan •

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The Stand Up •

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The Stand Up •

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The Stand Up •

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