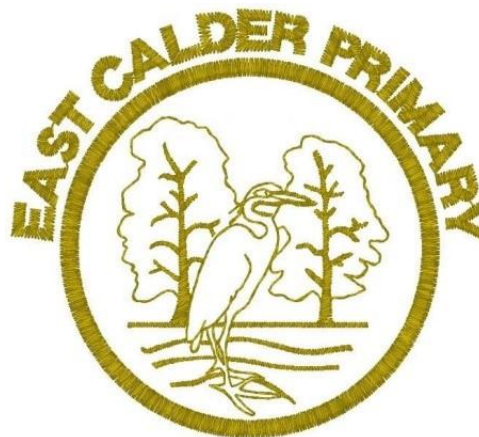


East Calder Primary School & ELC



IMPROVEMENT PLAN

2026-2027



Factors Influencing the Improvement Plan

School Factors

- Addressing Action Points identified in school's Self Evaluation procedures
- Moved into new building August 2024 and subsequent learning opportunities
- Increased role and change in demographic due to new buildings in local area
- WCHS Cluster Improvement Plan
- Equity and PEF Priorities from equity self-evaluation materials 2026

Local Authority Factors

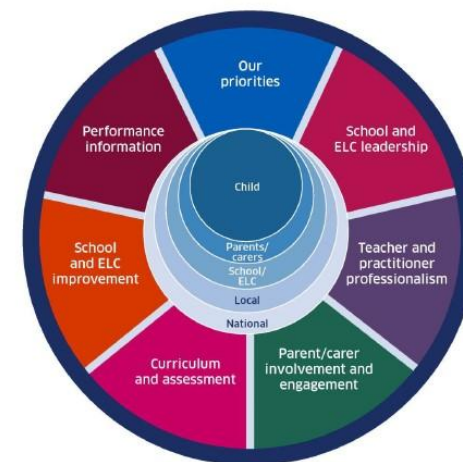
- Moving Forward in Your Learning Guidance – Meeting Learners Needs
- Raising Educational Attainment Strategy (23-28) - [WLC Raising Educational Attainment Strategy 2023-28.pdf](#)
- West Lothian Council Corporate Plan (23-28) - [WLC Corporate Plan 2023_05_30.pdf](#)
- Education Services Management Plan (23-26) - [Service Improvement Plan Education Services 2023-26.pdf](#)
- [West Lothian Parental Involvement and Engagement Framework](#)
- Equity and Pedagogy Teams; Additional allocation
- West Lothian Stretch Aims
- West Lothian Priorities - Literacy and Numeracy, HWB

National Factors

- Achieving Excellence and Equity 2026: National Improvement Framework - [2026 National Improvement Framework](#)
- Included, Engaged and Involved Series – Attendance, Behaviour and Curriculum
- Presumption to provide education in a mainstream setting 2019

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- Support for Learning: All our Children and All their Potential (ASL Review) 2020; [Additional support for learning - Schools - gov.scot](#)
- GTCS professional standards and professional update 2021
- [Pupil Equity Funding](#): National Operational Guidance 2026/7
- Education Scotland '[Pupil Equity Funding: Looking inwards, outwards, forwards – sharing effective practice to maximise support for learners and practitioners](#)'
- How Good is Our School? 4th Edition - [How Good is Our School \(4th edition\)](#); How Good is OUR School? [How good is OUR school? Part 1](#)
- Quality Improvement Framework for ELC and Childcare Sectors - [Quality improvement framework for the early learning and childcare sectors | Inspection frameworks | His Majesty's Inspectorate of Education in Scotland](#)
- Realising the Ambition - [realisingtheambition.pdf](#)
- UNCRG; Getting it Right for Every child (GIRFEC); Child Protection Procedures
- Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\) | About Curriculum for Excellence | Curriculum for Excellence | Education Scotland](#)
- Moderation Cycle and Assessment
- Developing Scotland's Young Workforce



Our Vision, Values and Aims



Everyone is unique. We consider the whole child and their circumstances when making decisions and value inclusion, fairness and diversity so that together we ensure that everyone has the right support and the same chance to learn and achieve every day.

Mutual respect underpins positive relationships across our lives. We model clear communication, honesty, responsibility and trust and expect the same across all relationships in school, building partnerships which are important to support us all to learn and achieve every day.

Learning is central to our values. We are all committed to life-long learning and enjoying creative, engaging opportunities to play, co-operate and learn which develop the knowledge skills and experiences we all need to learn and achieve every day.

A positive attitude is crucial. We encourage and develop positive and supportive approaches to challenges and relationships building the aspiration, independence, resilience and confidence we all need to learn and achieve every day.

Feeling nurtured is a central human need. The wellbeing indicators help us all to work together on building a caring, warm, supportive environment where children's needs are central to our approaches ensuring we all learn and achieve every day.



AIMS

- To foster learning opportunities that recognise and celebrate pupils' individuality, develop their full potential and skills they will need to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To provide stimulating and challenging learning opportunities that will engage children and develop their curiosity, creativity, independence and resilience.
- To have a shared vision that equips our children with skills for learning, life and work.
- To nurture and promote positive relationships and develop a sense of belonging within the East Calder Primary School community.
- To cultivate an ethos of high aspirations and ambition for all our learners where attainment, achievement and participation is recognised and celebrated.

READY

RESPECT

SAFE

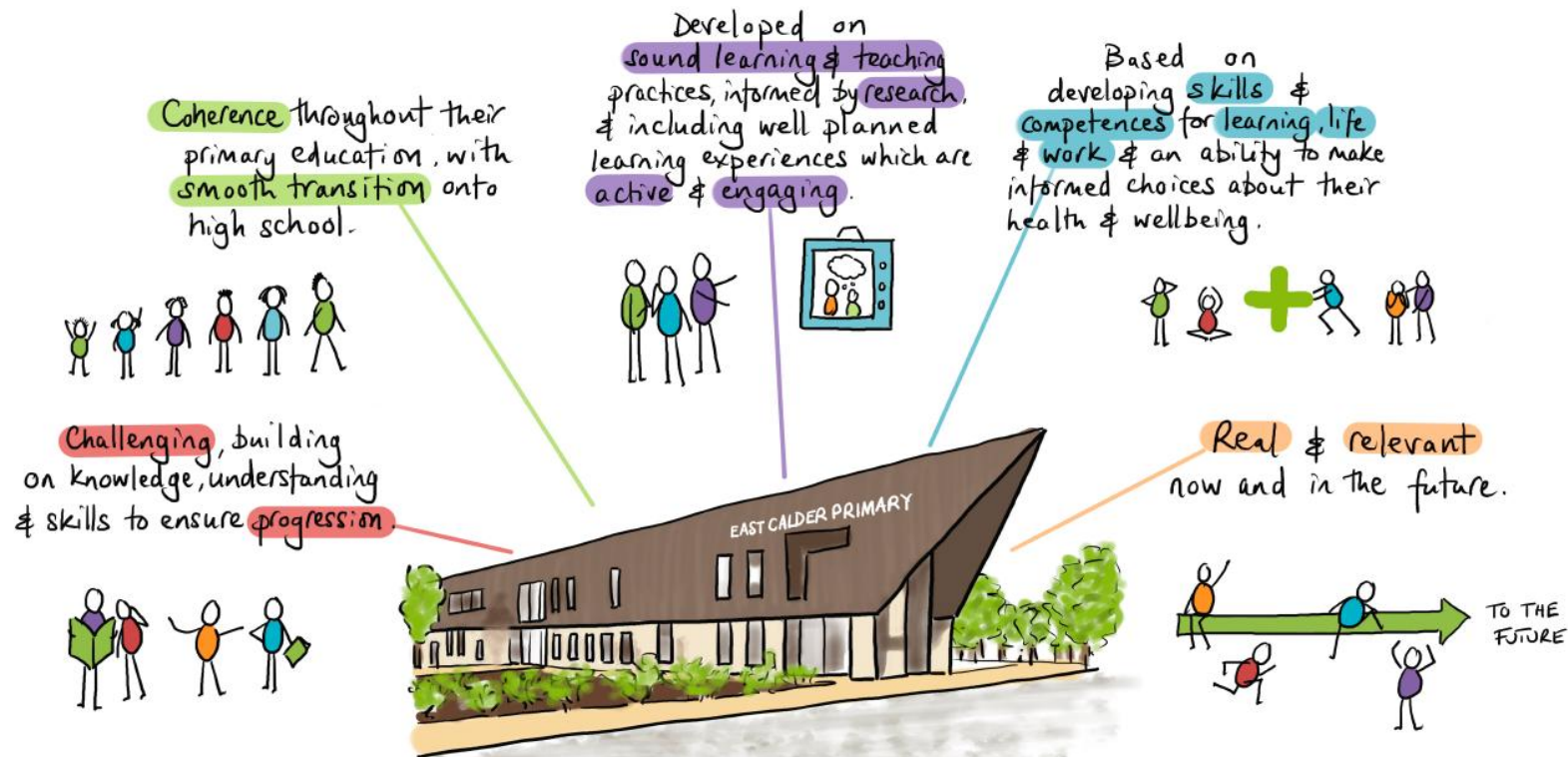
Learn and Achieve Everyday



East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

LEARN AND ACHIEVE
EVERYDAY

EAST CALDER PRIMARY SCHOOL CURRICULUM RATIONALE



LEARNING EQUITY ATTITUDE RESPECT NURTURE

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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

Contextual Data Analysis and Rationale for 2026/2027 SIP

a) Background – The context for learners in our school

East Calder Primary School is a non-denominational primary school with an Early Learning Class (ELC), located at the heart of the East Calder community. Our inclusive vision and ethos are firmly embedded across the life of the school and are underpinned by our core values of **Learning**, **Equity**, **Attitude**, **Respect** and **Nurture**. These values shape our daily practice and guide decision-making at all levels.

Our learners are confident, respectful and caring individuals who demonstrate positive relationships and a strong sense of belonging. They are proud of their school and make a valuable contribution to the wider community. Staff work collaboratively to ensure that children feel safe, supported and challenged to achieve their full potential.

East Calder Primary School has been on a sustained improvement journey with a clear focus on developing high-quality pedagogy and consistent approaches to learning, teaching and assessment. This has resulted in improved outcomes and sustained attainment and achievement in literacy and numeracy. Our commitment to continuous improvement reflects our belief that all children deserve the highest quality educational experiences.

Our dedicated and reflective staff team engage positively with professional learning to ensure practice continues to evolve in line with learners' needs. This work was validated during a short model inspection carried out by Education Scotland in February 2024, where the school achieved two 'very good' evaluations, recognising strengths in practice and the positive impact on learners.

b) Data to identify the universal (SIP) and targeted (PEF) support

A wide range of attainment, wellbeing, engagement and equity data is used to inform the identification of universal and targeted school improvement priorities. This includes analysis of Curriculum for Excellence (CfE) attainment data, Early Years trackers, wellbeing self-reporting, engagement and attendance data, pupil equity information and feedback from annual ethos surveys and consultations.

Overall, attainment in literacy and numeracy remains very strong, with almost all learners achieving expected CfE levels and a smaller number exceeding expectations. Data is analysed at whole school, stage and individual level, with careful consideration of equity, including gender, inclusion and those facing barriers related to poverty.

Early Years tracking supports early identification of strengths and gaps, informing timely intervention and transition into P1. Learners' wellbeing is monitored through regular self-reporting against the wellbeing indicators, with most children reporting positive wellbeing, strong relationships and confidence in identifying a trusted adult. Engagement data, including attendance, participation and access to digital learning, is reviewed regularly to identify learners requiring additional support, while Pupil Equity data is used effectively to identify and respond to poverty-related gaps through targeted interventions. Across the 2025–2026 session, attainment has remained consistently high with only minor fluctuations across the year. Listening and Talking remains the





East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

strongest area, with gradual improvement by June, while Numeracy and Mathematics also remain secure and consistently strong. Reading shows a very slight downward trend over time, and Writing remains comparatively lower than other areas, though broadly stable, which in turn maintains overall Literacy at a steady level rather than showing significant improvement.

c) **What are our universal priorities? – Identified SIP priorities informed by the above data (detail in SIP plan)**

Analysis of attainment, wellbeing, engagement and equity data indicates that while overall attainment in literacy and numeracy remains very strong, writing is the lowest area of attainment across the school. Tracking and moderation evidence highlight variability in outcomes and learner confidence in writing, particularly in extended writing and in opportunities for purposeful, sustained authorship. As a result, the school's key universal improvement priority is to develop high-quality writing pedagogy across all stages, with a strong focus on increasing attainment, consistency of expectations and learner engagement. This work will be taken forward through the introduction of the Story Kitchen approach and associated methodologies, which provide a coherent, creative and inclusive framework for teaching writing. The approach aligns well with Curriculum for Excellence and supports learners to develop imagination, vocabulary, structure and authorial voice.

Central to this priority is a deliberate focus on re-establishing joy, motivation and authentic purpose in writing. Learners will be given regular opportunities to write for real audiences and meaningful outcomes, including producing and sharing their own books and texts across a range of genres. This will support increased learner ownership, confidence and stamina in writing, while promoting equity by engaging all learners, including those who may previously have been reluctant or less confident writers.

This universal priority is further informed by the Education Scotland technical framework, ensuring clarity and shared understanding of progression, standards and high-quality practice in writing. In addition, authority-level professional learning and development will be undertaken through a writing lens, enabling consistent approaches and strengthening practitioner confidence, assessment and moderation across the school.

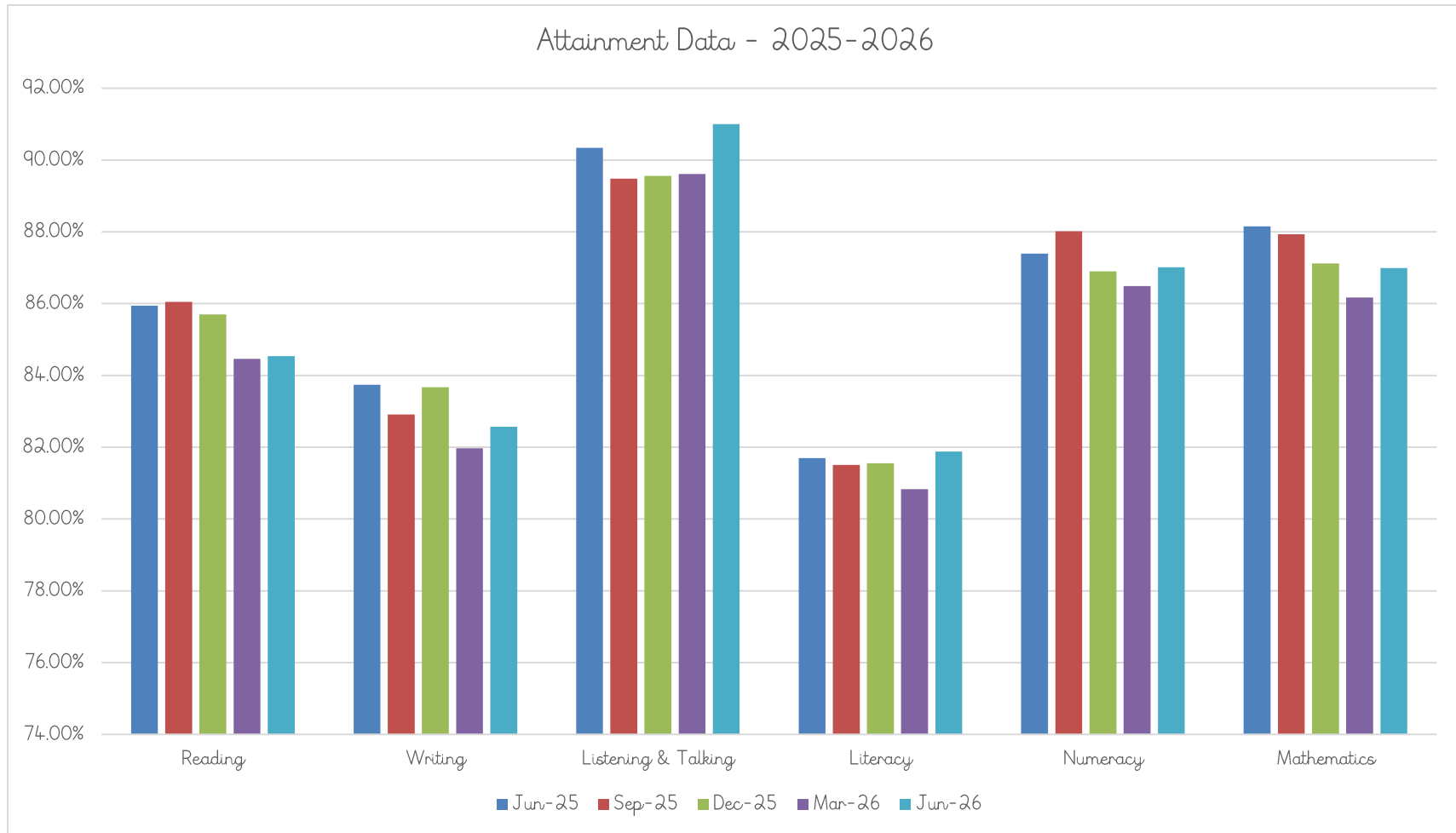
Improvement in writing will be monitored through robust tracking, moderation and learner voice, with a clear focus on impact over time. This universal priority is designed to strengthen outcomes for all learners, while also supporting targeted interventions where gaps are identified.





East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

ECPS Attainment – 2025-2026





East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

East Calder Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
Meeting the needs of all children and young people through inclusive and impactful pedagogy, with a particular focus on HWB (attendance, behaviour, curriculum)  WCHS Cluster Priority To strengthen the consistency, impact and evaluation of inclusive and personalised support across the West Calder High School cluster, ensuring all learners experience timely, proportionate and high-quality support aligned with GIRFEC, resulting in improved health and wellbeing, attendance, engagement and access to learning, regardless of the school they attend. (Placing the human rights and needs of every child and young person at the centre of education)	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	- See Cluster Improvement Plan and Meeting Learners Needs Overview and Mindmap Agree and embed consistent cluster expectations for inclusive classroom pedagogy - learners experience consistent, inclusive learning environments that reduce barriers to learning and support positive behaviour and engagement. Staff demonstrate increased confidence in meeting a wider range of needs within universal provision Strengthen the role of high-quality learning, teaching and assessment as the core driver of personalised support - improved curriculum access for all learners, particularly those with additional support needs. Increased engagement and improved wellbeing as learners experience success within everyday lessons. Explicitly embed HWB skills (self-regulation, resilience, relationships) across learning and teaching – improved attendance, behaviour and engagement as learners develop skills to manage emotions, relationships and learning demands across contexts. Sustain cluster-wide professional learning in trauma-informed, relational and rights-respecting practice – consistent adult responses to behaviour and need, resulting in improved emotional safety for learners and stronger staff confidence and wellbeing. Strengthen learner and family voice in all stages of personalised support – learners feel listened to and	Outlined in SIP priority 1 overview CLUSTER: Shared Understanding & Professional Learning (Aug – Oct) Classroom Practice & Learning Design (Oct – Dec) Learner & Family Voice (Jan – March) Evaluation & Use of Evidence	- See Cluster Improvement Plan for specific measures - Learning visits and classroom observation using agreed inclusive practice indicators (CIRCLE), professional dialogue and moderation opportunities, pupil feedback on consistency of routines, support and expectations - Attendance and lateness data, behaviour and exclusion data, targeted tracking for identified learners/families. - Staff self-evaluation and reflective dialogue, quality of planning and differentiation observed through learning visits, staff feedback during collegiate sessions. - Pupil voice interviews, focus groups and survey, sampling conversations





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		understand the support they receive. Families feel informed and included in decision making, strengthening trust and partnership. • Ensure staged intervention and support pathways are applied consistently across the cluster – improved continuity of support, particularly at transition points. Greater equity of experience for learners regardless of school attended. • Strengthen evaluation of impact using shared attainment, wellbeing, attendance and engagement data – leaders have clearer evidence of what is working and for whom, enabling targeted improvement and more effective use of resources to support HWB. • Use the UNCRC toolkit to review inclusive practice and participation, ensuring learners' voices inform decisions that affect their learning and wellbeing – learners rights are respected and promoted. Increased sense of agency, fairness and belonging across the school community. <i>Our focus on inclusive and impactful pedagogy, strengthened learner voice and consistent personalised support pathways is improving health and wellbeing outcomes, attendance, engagement and equitable curriculum access for learners across the cluster.</i>	(Apr- June)	during learning visits and review, evidence in pupil support plans. • Attendance and engagement at planning and review meetings, learner and family feedback forms or surveys, evidence of learner and parent/carer in documentation • Tracking evaluations and tracking, learner and family feedback on transitions, review of staged-interventions records at key points. • Analysis of wellbeing, engagement and attendance data, evaluative commentary in self-evaluation and S&Q reporting, use of evidence to inform next improvement steps.
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

Raising attainment for all children and young people through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy: To develop a consistent, whole-school approach to writing through the implementation of the Story Kitchen, improving pupil engagement and outcomes in writing. (Placing the human rights and needs of every child and young person at the centre of education)	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	• See Literacy and English - Writing Overview and Mindmap • Develop a shared pedagogical understanding of the Story Kitchen approach through targeted professional learning for all teaching staff, ensuring staff understand how the approach supports high-quality writing, learner engagement, creativity, talk and progression within the Literacy and English curriculum. • Agree and implement clear whole-school expectations for the use of the Story Kitchen, ensuring a consistent approach to writing pedagogy across all stages while allowing staff to respond flexibly to the needs, interests and abilities of learners. • Use the Writing focused overview planner and mind map to support coherent, progressive planning of Story Kitchen learning contexts, ensuring clear links to CfE experiences and outcomes and supporting continuity and progression across early, first and second level. • Implement the Story Kitchen approach consistently across the school, providing regular opportunities for structured talk, imagination, collaboration, vocabulary development and extended writing, supporting learners to become confident, motivated and successful writers. • Provide regular opportunities for collaborative planning and professional dialogue, enabling staff to share practice, co-construct Story Kitchen contexts and plan appropriate	Outlined in SIP priority 2 overview Shared Understanding & Professional Learning (Aug – Oct) Classroom Practice & Learning Design (Oct – Dec) Learner Voice & Engagement (Jan – March) Evaluation & Use of Evidence (Apr- June)	Reviewing current attainment in writing, using teacher professional judgement against CfE levels to identify strengths, gaps and patterns across stages. Sampling and moderating existing learner writing, to establish a shared understanding of standards, consistency and progression prior to full implementation of the Story Kitchen approach. Gathering learner voice to understand pupils' current engagement, confidence and attitudes towards writing. Reviewing existing planning and approaches to writing, identifying variation in practice and opportunities for greater consistency. Using available qualitative and quantitative evidence (attainment information, learner work, class observations) as a clear baseline against which improvement can be measured.
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

		support and challenge based on learners' needs, interests and attainment data. • Develop a shared approach to assessing writing within the Story Kitchen framework, including moderation of learner work across stages to strengthen professional judgement, ensure consistency in standards and support accurate identification of next steps in learning. • Use learner voice to inform evaluation and next steps, ensuring pupils' views on engagement, enjoyment and confidence in writing help shape planning, pedagogy and future Story Kitchen contexts, in line with learners' rights to be heard. • Monitor and evaluate the quality of learning and teaching in writing through learning visits, review of planning and scrutiny of learner work, focusing on consistency, inclusion, engagement and impact on learner outcomes. • Ensure inclusive support and appropriate challenge for all learners, using attainment data, CfE levels and professional judgement to identify learners requiring targeted scaffolding, additional support or greater challenge within the Story Kitchen approach. • Review the impact of the Story Kitchen approach on engagement and attainment in writing, using attainment information, learner work, pupil voice and staff reflection to evaluate progress, celebrate success and identify priorities for further improvement.	Tracking attainment in writing over time using teacher professional judgement and CfE levels, comparing progress against the established baseline. Moderating learner work regularly, ensuring consistency of standards and identifying improvement in the quality of writing across stages. Reviewing learner engagement data, including pupil voice, learning conversations and observations, to assess changes in motivation and confidence in writing. Monitoring the quality and consistency of writing pedagogy, through learning visits, review of planning and professional dialogue. Using staff reflection and professional discussion to evaluate the effectiveness of the Story Kitchen approach and identify next steps. Reviewing evidence at key points in the improvement cycle, ensuring actions are refined in response to emerging data and learner need.
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

Tackling the attainment gap between the most and least advantaged children (targeted): To improve equity in literacy by increasing attainment in writing for SIMD Quintile 2 and 3 learners, resulting in improved overall literacy outcomes. (Placing the human rights and needs of every child and young person at the centre of education)	☒ School and ELC Improvement ☒ School and ELC Leadership ☐ Teacher and Practitioner Professionalism ☐ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	1. Strengthen high-quality universal writing pedagogy - Develop and implement a consistent whole-school approach to the teaching of writing, ensuring shared expectations for planning, teaching, feedback and progression across all stages (see <i>Literacy and English – Writing Mind Map and Driver Diagram</i>). - Ensure all learners experience rich, engaging and purposeful writing contexts that promote talk, creativity, vocabulary development and extended writing, with tasks matched closely to learners' needs. - Use assessment evidence, moderation and professional dialogue to ensure consistency in professional judgement of writing across classes and stages. - Embed high-quality formative assessment and feedback approaches in writing, enabling learners to understand next steps and build independence as writers. 2. Target SIMD Quintile 2 and 3 learners to close the writing attainment gap - Identify SIMD Quintile 2 and 3 learners not yet achieving expected levels in writing through robust analysis of tracking, moderation and assessment information. - Plan and deliver targeted writing interventions for identified learners, focusing on specific barriers to writing attainment (e.g. sentence structure, stamina, vocabulary, organisation of ideas). - Ensure targeted writing support complements, rather than replaces, high-quality classroom writing experiences. - Track, review, adapt and measure the impact of writing interventions regularly, using an <i>adopt, adapt, abandon or accelerate</i> approach to ensure maximum impact on equity. 3. Use PEF strategically to improve writing outcomes - Align the PEF Plan explicitly to improving writing attainment and equity for SIMD Quintile 2 and 3 learners. - Allocate staffing, resources and time to support targeted writing interventions and in-class support where evidence shows this will have the greatest impact.	Sahred Understanding and Professional Learning (Aug – Oct) Classroom practice & targeted support (Oct – Dec) Learner engagement and review of impact (Jan – Mar) Evaluation and next steps (Apr – Jun)	- An increased proportion of SIMD Quintile 2 and 3 learners achieve expected Curriculum for Excellence levels in writing, as evidenced through professional judgement and moderation. - The attainment gap in writing between SIMD Quintile 2 and 3 learners and their peers is reduced across identified stages. - Improved overall literacy attainment for SIMD Quintile 2 and 3 learners, demonstrating the impact of improved writing attainment. - Consistent, high-quality writing pedagogy is evident across all stages, with learning visits and work scrutiny showing purposeful, well-matched writing experiences. - Targeted writing interventions demonstrate measurable impact, with interventions routinely adopted, adapted, abandoned or
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

		- Ensure clear success criteria and outcome measures are identified for PEF-funded writing initiatives. 4. Build staff expertise and confidence in supporting writing equity - Provide targeted professional learning for teachers and PSWs focused on: - effective writing pedagogy - supporting reluctant and vulnerable writers - delivering and evaluating writing interventions - Enable PSWs to engage in high-quality Career-Long Professional Learning to support identified learners effectively during writing interventions. - Use coaching, modelling and professional dialogue to strengthen consistency and confidence in teaching writing across the school. 5. Maintain strong leadership oversight and quality assurance - Senior Leaders will maintain a strategic overview of writing attainment and equity across the school, with a clear focus on SIMD Quintile 2 and 3 learners. - Regularly review writing attainment data, moderation evidence and intervention impact to identify trends, gaps and next steps. - Use quality assurance activities (learning visits, learner conversations, work scrutiny) to evaluate the impact of writing pedagogy and targeted support on learners' progress. - Ensure improvement actions remain responsive to evidence and lead directly to improved outcomes for learners. All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions. <i>Please follow this link to view our PEF Summary/COSD Statement and find out more about our use of Pupil Equity Funding:</i> https://sway.cloud.microsoft/sZoXAQ3zWKwCzE15?ref=Link		accelerated based on evidence. Staff confidence and consistency in teaching and supporting writing increases, evidenced through moderation, professional dialogue and learner outcomes.
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

Meeting the needs of all children and young people through inclusive & impactful pedagogy, with a particular focus on curriculum making WLC - By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making ECPS - To strengthen staff understanding and confidence in curriculum making by engaging with Curriculum Improvement Cycle technical frameworks through a focused review and refinement of our writing curriculum. (Placing the human rights and needs of every child and young person at the centre of education)	☒ School and ELC Improvement ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	Phase 1 Planning for sustainable professional learning to build confidence in curriculum making (teachers) Planning for sustainable professional learning to confidently lead the process of curriculum making (leaders) - Engage teachers in professional learning focused on the Curriculum Improvement Cycle technical frameworks, using the writing curriculum as the shared context for exploring curriculum making. - Support staff to develop a clear understanding of how inclusive and impactful pedagogy shapes curriculum decisions in writing, including: progression and breadth across levels, coherence across stages, alignment between curriculum intent, learning experiences and assessment - Use pedagogical questions related to writing to deepen understanding of curriculum design, such as: <i>How accessible is our writing curriculum for all learners? Where do learners experience barriers to progress in writing?, How do pedagogy and assessment support equity and progression in writing?</i> - Enable leaders to build confidence in leading curriculum making by modelling how technical frameworks can be used to evaluate and refine the writing curriculum at whole-school level. - Establish a shared language around inclusion, progression, coherence and impact in relation to the writing curriculum. - Identify baseline staff confidence and understanding in curriculum making using writing as a reference point. Phase 2 Planning for sustainable professional learning on curriculum making at school level (teachers) Planning for sustainable professional learning on how to lead curriculum making at school level (leaders) - Support teachers to apply Curriculum Improvement Cycle technical frameworks to review and refine aspects of the writing curriculum, focusing on: clarity of progression in writing skills, coherence of	Shared understanding and professional learning (Aug – Oct) Curriculum review and pedagogical alignment (Oct – Dec) Applying curriculum frameworks In practice (Jan – March) Evaluations and sustaining curriculum making (Apr – Jun)	Curriculum making through an inclusive and impactful writing lens - All staff can clearly articulate how the writing curriculum is designed, reviewed and improved using Curriculum Improvement Cycle technical frameworks. - Progression in writing is clearly defined and consistently understood across stages. - Inclusive pedagogical principles are embedded in writing curriculum design, reducing the need for later intervention. - Curriculum decisions in writing are routinely informed by learner evidence, including engagement and progress. - Leaders confidently lead and sustain curriculum making at school level
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East Calder Primary School and Early Learning Class Improvement Plan – 2026/2027

		experiences across stages, alignment between pedagogy, assessment and curriculum intent • Engage staff in collaborative curriculum review activities that explore how inclusive and impactful writing pedagogy is embedded within curriculum design, rather than added as an intervention later. • Use learner experiences of writing, including engagement, confidence and progress, to evaluate curriculum effectiveness and inform refinement. • Enable leaders to confidently lead school-level curriculum making by: structuring professional dialogue around writing curriculum quality and impact, supporting consistency in curricular understanding across stages, ensuring curriculum decisions in writing respond to learner needs and equity considerations • Build sustainability by embedding curriculum making in ongoing professional dialogue, ensuring staff confidence in curriculum development continues beyond the session. <i>We are building staff confidence in curriculum making by applying the Curriculum Improvement Cycle frameworks to a meaningful and high-impact curricular area: writing.</i>		using technical frameworks.
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