



Juniper Green Learning Improvement Plan 2026-27 parent version

Priority 1: To provide high-quality learning and teaching experiences for all learners. Confident individuals, Successful Learners



PRIORITY 1 – Rationale for focusing on learning and teaching and pedagogy.

At Juniper Green we strongly believe that strong pedagogical knowledge will support us in improving outcomes for all learners. Research by the OECD highlights that teachers with strong general pedagogical knowledge consistently achieve better student outcomes. This is our third year of having this as a priority in our learning improvement plan. Each year we look at different aspects of our Juni Pedagogy toolkit, which has been developed in line with current research and extensive professional reading.

In year 1 we focused on – Relationships, modelling, checking for understanding, individual practice,

In year 2 we focused on – Relationships, Effective questioning, Retrieval, quality feedback

For our final year we will focus on Relationships, clear expectations, teaching to the top and support & challenge.

This means that over a three-year period teaching staff will have deepened and extended their knowledge of each element of the Juni Pedagogical Toolkit.

Data

Although we can evidence that all learners in our school have made progress in the academic session of 25-26, our attainment figures at AECL points for P1, 4 and 7 have all decreased.

We have identified through our analysis of data that we need to be stretching our learners more, and we need to look at pace and challenge in more depth. At our May A&C meetings we were able to use our data to identify learners who we will target as they are able to exceed expectations.



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These outcomes focus on cognitive engagement, skill development, and academic progress through high-quality teaching. Linked to GIRFEC and the Four Capacities.

- **Achieving:** Learners make measurable progress in literacy, numeracy, and core curriculum areas tailored to their individual abilities.
- **Achieving:** Learners develop essential critical thinking, problem-solving, and independent learning skills.
- **Included:** All learners access high-quality, fully differentiated classroom experiences.
- **Respected:** Learners receive regular, constructive feedback that respects their learning pace and helps them understand their own next steps
- Learners' achievements in and out of school will be recorded and recognised.
- High-quality learning opportunities will be achieved through a commitment to creating an environment built on positive and nurturing relationships
- Increase capacity and opportunity for learners to lead own learning.
- Staff access and apply relevant findings from educational research to improve learning and teaching.

What do we plan to do?

- Continue to embed a culture of professional learning at Juniper Green where professional reading and research is valued and evident in our teaching.
- To focus on key elements of the Juni Pedagogical toolkit to further enhance teaching and learning across the school.
- **Juni Pedagogy toolkit focus: Relationships & Clear expectations**
- Review and adapt BBBRBL school policy for cohort of learners and make links with UNCRC and PL of neurodiversity.
- Develop shared understanding between staff and learners about good listening – how to improve this.
- **Juni Pedagogy toolkit focus: Teaching to the top & Support & challenge**
- Focus on ensuring that the top 10% of our learners are being appropriately and adequately challenged. (application, breadth & challenge)
- Create and foster a shared understanding of neurodiversity within the school and wider community.
- Review our curriculum rationale for current cohort of learners



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Priority 2: To increase engagement, attainment, and enjoyment of all learners across literacy. Confident individuals, Successful Learners



PRIORITY 2 – Rationale for focus on literacy.

Last year we started to look at our pedagogy of writing, and this was our main focus. Based on our self-evaluation, we believe that we need to continue to work on this aspect of the curriculum to ensure we have consistency across the school. Although all learners across all classes have made progress, our ACEL levels at P1, P4 and P7 had decreased in writing this session in comparison to last year. Our overall attainment in writing from P1-7 ranged from 77% to 90%, so we recognise that there are gains to be made in this next session to ensure that a greater number of learners are achieving their target and remaining on track.

We recognise that there are three Core Cognitive Skills which we need to focus on in order to improve the standard of writing in our school.

- **Oral language foundation:** Strong speaking and listening skills directly predict high-quality writing
- **Reading comprehension:** Reading exposes children to diverse vocabulary and varied sentence structures.
- **Working memory:** Automated spelling and handwriting free up mental space for higher-level composition.

Year three implementation of our spelling programme and pedagogy continues to have a positive impact on spelling attainment across the school. Our overall SS spelling scores from P2-7, across all classes, has increased from 101.6 to 102.0. However, our recent analysis of spelling scores across the school shows that a high variability in the number of learners increasing their scores, compared across classes, would suggest that the consistency of the pedagogical approach and delivery of the programme week to week remains inconsistent.

Attainment in reading is very good, and learners across the school have all made progress. At AECL points P1, we had 85% of learners OT, P4 98%, and P7 91%. The findings from the practitioner enquiry undertaken by 6 members of staff during the last session clearly showed that levels of reading for enjoyment were low. Through professional discussions around moderated writing, a common next step was identified as a need to increase vocabulary.



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Research proves that reading for pleasure is central in supporting **equity** and **wellbeing**, positively impacting learners' **attainment** across the curriculum, **critical thinking, creativity, empathy, and resilience**.

Outcomes

- There will be an increase in the number of learners reaching and exceeding national expectations in writing and reading.
- All learners will continue to have opportunities to engage with developmentally appropriate play.
- Teaching and learning will be consistently of a high standard across the school
- All staff will have an increased understanding of the literacy benchmarks and the moderation cycle.
- All staff will engage with the new Literacy and English progression pathways.
- Staff access and apply relevant findings from educational research to improve learning and teaching.

What will we do?

- Practitioner enquiry focused on the impact of creating a culture of reading for enjoyment within the class/school on attainment in literacy.
- Achieve Reading Schools accreditation by actioning our practitioner enquiry linked to reading for pleasure.
- Whole school focus on increasing vocabulary.
- Develop whole school 'Juni Write Way' to assess writing
- Increase staff confidence in judgement of learners achieving a level in writing OT/NOT
- Formalise writing policy to reflect findings of PE last session.
- Overview of our Writing pedagogy, linked to Juni Pedagogy toolkit.
- Embed Talking trios within classes to develop greater listening and talking skills within learners.
- Review teaching of handwriting at P1-3 and P4-7
- Review of Juni Spelling programme and pedagogy after year 3.

