

Gracemount Learning Community

Learning Community Improvement Plan 2026/27

This document is a live working document and subject to change

Gracemount Learning Community Vision Statement School Values

A community where together we belong, we learn, and we achieve our full potential

Gracemount Learning Community

School/Establishment	Gracemount Learning Community – Gracemount High School, Gracemount Primary School, Frogston Primary School
Head Teacher	Ross Hunter, Lesley Boyd, Lorraine Lawrie
Link QIEO	Tony Currie

Learning and Teaching

Inclusion

Learning Community improvement planning themes

In session 2026/27 our Learning community aim to improve the following:

Learning and Teaching	Inclusion
• Implement a shared classroom experience across second level and third level : ○ Maths with a focus on collaborative planning and assessment ○ English using the writing framework across second and third level • All schools will undertake professional learning (Bruce Robertson – questioning) linked to the GHS framework) to support our journey to consolidating grade 4 at QI 2.3 • All school will evaluate the quality of L&T and assessment (QI 2.3) at good or better) This will be quality assured through developing a shared classroom experience template	• Implement Cash First approach and TATC to support low emergency resilience across the learning community • Implement a LC inclusion strategy which will involve the implementation of the Assess, Plan, Do Review approach to intervention • Undertake nurturing principles training across all 3 schools with the view to embed these principles onto our R4L practices and develop consistency of approach.

Theme 1: Learning, Teaching and Assessment

Issues Identified	Priority	Action	Impact	QA Procedures
Predicted levels of attainment across S1 in literacy is as follows: (Frogston 60% to achieve level 2) (Gracemount 50% to be confirmed). Lower levels of attainment in writing. Teachers are identifying learners are unable to multiply and divide confidently and therefore do not have the skills to build on to make sufficient progress in numeracy.	- To develop a shared understanding of the of approaches, rationale and non-negotiables that should be taught and over taught across the BGE in literacy - Develop a LC working party to look at the approaches to how writing is taught - To improve numeracy skills of all learners at the appropriate levels.	- Identify named persons from each school to lead on the approaches, rationale and non-negotiables. To be completed by June 2026 - Agree and protect times through the year for LC group working group to meet – Team Meet August Inset to agree times for the year. - Daily input on numeracy counting on, multiplying and dividing, including decimal places. - Ross Gibson to deliver CLPL on concrete materials, Numicon and Cuisenaire Rods for Primary School staff and GHS Maths DO. - GHS Maths DO to cascade CLPL to High School staff. - Use assessments developed by RG to evaluate basic skills and	- Pupil transitioning to secondary school would arrive with a secure understanding of writing across the BGE. - Across the LC there is a shared understanding and sustained improved attainment across levels within the BGE at level 3 and 4 - Tracking tool will evidence improvement in identified areas, initially counting on progressing to multiplication and division.	

		the impact of using the concrete materials and daily number input.		
Inconsistency in apply the GLC Framework for T&L	There is a need to further develop consistent approaches to ensure the GLC Framework is embedded across all 3 schools	- Joint professional learning in Aug Inset with BR on effective questioning - Shared classroom experience across all 3 school – using the same template	Consistent approaches to questioning and responsive teaching.	SCE in each school will evidence effective questioning.
Evaluative Comment				

Theme 2: Inclusion

Issues Identified	Priority	Action	Impact	QA Procedures
The financial wellbeing of families shows that more than 50% of families have low emergency resilience in terms of financial reserve	To support financial crisis and lack of access to support Implement our CASH first approach to learning across all our LC school.	- All schools to identify a PSO and senior member of staff to lead in each school. - Identified staff to attend training with TAC team. - Gather evaluations from parents about the impact of the Cash First/TAC approach.	To prioritise financial support and continue to build relationships with parents and carers.	- Testimonials from parents. - Tracking the numbers of families engaging with supports.

There was no consistent tracking of impact across our LC inclusion team	Develop an LC inclusion tracker which will involve the implementation of the Assess, Plan, Do Review approach to interventions.	- Each school to populate their own tracker for interventions. - PSO's and Inclusion staff to update with interventions.	We will be more informed on which interventions are having the best impact and therefore we can streamline our work and employ the most effective interventions.	- Each school review tracker minimum of three times annually with team. - Meet with all PSO's across LC at the end of the year to review impact and share practice.
Evaluative Comments				