



St. Patrick's Primary



Improvement Plan

2024 – 2027
(Session 2025 - 2026 Year
2)

Next Session (25/26)

WDC Outcomes NIF 2025 Alignment

| WDC OUTCOMES | WELLBEING | CREATIVITY | ATTAINMENT | EMPLOYABILITY |
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| NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES | Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing | Improvement in skills and sustained, positive school leaver destinations for all young people | Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy | Improvement in skills and sustained, positive school leaver destinations for all young people |
| NIF SHORT TERM PRIORITIES the ABC's | BEHAVIOUR AND RELATIONSHIPS | CURRICULUM | ATTENDANCE | ACHIEVEMENT |
| NIF OUTCOMES (REPLACE DRIVERS) | Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. | Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality | High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. | Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. |

3 year overview of principles and practice, interventions and initiatives we will deliver upon

| | YEAR 1 (2024/2025) | YEAR 2 (2025/2026) | YEAR 3 (2026/2027) |
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| ENGAGE | CPA Assessment and Moderation in Literacy, Numeracy and IDL Peer Tutoring in Reading (P6 and P1 - all children) Peer Tutoring - targeted intervention P2, P3 and P4 - with P6 children Count with Me in WDC Reading with Me in WDC LEADER LEVEL Young Leaders of Learning Implementation of Visible Learning Trauma informed | Digital Learning Skills - P7 Metacognition. Play Based Learning P4-7 Pupil Leadership Groups P1-P4 Assessment Capable Learners Metacognition P7 - Skills for Life and Work Assessment Capable Learners New Data Lead Wider Achieve Tracker Count with Me in WDC The Promise | |
| EMBED | 6 WDC Competencies (Citizenship, Creativity, Communication and Critical Thinking) Talk for Writing CIRCLE Knowledge of Visible Learning Leadership Groups for P5-7 Children's Rights - HWB overview | Peer Tutoring in Reading (P6 and P1 - all children) Peer Tutoring - targeted intervention P2, P3 and P4 - with P6 children Trauma Informed - The Promise CPA Reading with Me in WDC Young Leaders of Learning Implementation of Visible Learning - assessment capable learners Pupil Leadership Groups P1-P4 Trauma informed practice | |

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| EVALUATE | Play Based P1 and P2 Data Lead - CB | Phonics (P1-3) 6 WDC Competencies (Citizenship, Creativity, Communication and Critical Thinking) Talk for Writing Leadership Groups for P5-7 CIRCLE Knowledge of Visible Learning | Shared understanding of Assessment and Moderation in Literacy |
| EXTEND | Rhyme Aware, Word Aware (P1-2) | Circles Rhyme Aware, Word Aware (P3) Cooperative Learning Nurture Principles Middle Leadership (DHT 1) | |

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

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| NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES | Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing |
| NIF SHORT TERM PRIORITIES the ABC's | BEHAVIOUR AND RELATIONSHIPS |
| NIF OUTCOMES (REPLACE DRIVERS) | Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. |

| Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i> | Actions This should be action focused language | Resource This should be human/time /budget |
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| <p>Learners: <u>LLC Attendance</u> By children completing the 'Getting to Know You' booklet, learners will develop a sense of belonging, build positive relationships with peers and adults, and express their interests, strengths and feelings. Children will understand the school is a welcoming, safe and inclusive place where they are valued, supported and encouraged to thrive.</p> <p>Pupils identified as having low attendance to work with OLSP PFSW to raise attendance.</p> <p><u>Tracking Wider Achievement</u> All children's wider achievements are effectively tracked, recognised and celebrated to ensure a holistic view of their development. This included achievements both within and beyond the classroom enabling staff to identify strengths, prompt equity of opportunity and support the development of skills for learning, life and work.</p> <p><u>The Promise</u> Learners will understand the significance of 'The Promise' in Scotland, recognising the rights and needs of care -experienced children and young people. Successful learners - by gaining knowledge about care experiences and their impact on education. Confident individuals - by reflecting on personal attitudes and developing self-awareness regarding inclusivity Responsible citizens - by understanding societal responsibility towards care experiences individuals Effective contributors - by promoting and participating in</p> | <p><u>LLC Attendance</u> Booklet - 'Getting To Know You' for your new teacher.</p> <p>School is a place where children want to be - link this to Visible Learning. Relationships are key.</p> <p>Attend sessions with PFSW.</p> <p><u>Tracking Wider Achievement</u> Children inform staff if they have completed an achievement outwith school. All classes will begin to use the new digital wider achievements tracker on at least a monthly basis to ensure consistent and regular tracking of wider achievements.</p> <p><u>The Promise</u> Class discussions- facilities conversations about challenges faced by care experienced young people and the importance of support systems. Guest speakers - invite individuals with care experiences to share stories, fostering real-world connections. Create projects - encourage children to create posters, pieces of writing and or presentations for inclusivity and support for all learners.</p> | <p><u>LLC Attendance</u> Booklets</p> <p>PFSW</p> <p><u>Tracking Wider Achievement</u> New digital tracking system.</p> <p><u>The Promise</u> Guest speakers.</p> |

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| inclusive practices within the school community. | | |
| <p>Practitioners: <u>LLC Attendance</u> Work with learners to complete the booklet ensuring they are able to express their feelings, interests and experiences.</p> <p>PFSW to create a programme to motivate and improve pupil attendance.</p> <p><u>Tracking Wider Achievement</u> Through systematic tracking staff can target support , nurture individual talents and ensure every child is included, valued and encouraged to reach their full potential.</p> <p><u>The Promise</u> Teachers will understand the aims and commitments of ‘The Promise’ (Scotland) and actively work to create a nurturing, trauma informed, and inclusive learning environment that supports care experienced children and young people. They will critically reflect on their practice to ensure it aligns with the principles of love, respect, and high expectations for all learners, contributing to a system where every child is given the opportunity to thrive.</p> | <p><u>LLC Attendance</u> Teachers - familiar themselves with the ‘Getting to Know You’ Booklet</p> <p>Professional Learning for Staff - Relationship is key.</p> <p>Lead sessions with individuals/groups.</p> <p><u>Tracking Wider Achievement</u> Update tracking system on a regular basis. Create targeted support when required.</p> <p><u>The Promise</u> Familiarisation of Getting it Right for Every Child (GIRFEC) UNCRC - working towards and evidencing the targets towards our Rights Respecting Schools Silver Award. Curriculum for Excellence values (wisdom, justice, compassion and integrity) Engage in professional learning around trauma informed and relational pedagogy. Ensure care experienced learners have a voice and feel valued. Adapt curriculum, assessment and approaches where required to suit individual needs. Engage with and complete Presentations 1 & 2. Complete the Elearning Module. Complete the Quiz.</p> | <p><u>LLC Attendance</u> Booklets Professional Learning - Nurture Training for all staff.</p> <p>PFSW</p> <p><u>Tracking Wider Achievement</u> Tracking system.</p> <p><u>The Promise</u> August Inservice - input of ‘The Promise’ (Scotland)</p> |
| <p>Leaders: <u>LLC Attendance</u></p> | <p><u>LLC Attendance</u> YEAR 1:</p> | <p><u>LLC Attendance</u> Track and monitor attendance.</p> |

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| <p>Clearly communicate to pupils, staff and families the importance of attending school. Clear understanding of what barriers families may face and be solution oriented to overcome the barriers. Link with partners to improve attendance.</p> <p>.</p> <p><u>Tracking Wider Achievement</u> Have a strategic responsibility for ensuring that systems are in place to track and celebrate children's wider achievements effectively. They lead a culture that values success in all its forms-academic, personal, social and extracurricular. Ensure staff consistently identify, record, and analyse wider achievements, using this information to promote equality, raise aspirations and support pupil wellbeing. They also ensure that achievements are shared with families and the wider community and that opportunities for participation are accessible to all learners.</p> <p><u>The Promise</u> Leaders will lead and champion the implementation of 'The Promise' within their school community by fostering a culture of care, respect and equity. They will ensure systems, policies and practices align with trauma-informed, relational and rights-based approaches, enabling care-experienced children and young people to feel safe, loved and supported to achieve their full potential.</p> | <p>Questionnaire for Attendance Term 3 2025. Joint meeting with High School Feedback our data at our own school at Parents Night Comparison in March 2026.</p> <p>Attendance- What are the barriers? Information from parents - survey from parents.</p> <p>Liaise with PFSW to support pupils experiencing low attendance</p> <p><u>Tracking Wider Achievement</u> Utilise the new digital tracking system to record wider achievements; therefore implementing a consistent, school-wide approach to gathering and recording achievements beyond the classroom. Include a mix of teacher observations, pupil self-reflection and family contributions.</p> <p><u>The Promise</u> Complete the Train the Trainer programme of learning. # Embed 'The Promise' into the school improvement plan, policies and vision. Empower staff- promote and provide professional learning on trauma-informed and relational practice. Pupil voice - ensure care experience learners have a meaningful voice and tailored support. Collaboration - work with multi-agency partners to remove barriers to learning and wellbeing. Data-driven equity - monitor and respond to the attainment,</p> | <p><u>Tracking Wider Achievement</u> New digital tracking tool for recording wider achievements.</p> <p><u>The Promise</u> Staff training on 'The Promise' at Collegiate Meeting</p> |
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| | attendance and wellbeing data of care-experienced pupils. | |
| <p>Families/communities:</p> <p><u>LLC Attendance</u> By completing the 'Getting to Know you booklet' children have the opportunity to share their interest, feelings and experiences, helping them to feel valued and understood. This activity supports a strong sense of belonging and helps them see school as a positive, welcoming place where they are happy, supported and ready to learn.</p> <p><u>Tracking Wider Achievement</u> Families and communities play a vital role in recognising, supporting and celebrating children's wider achievements. By sharing information about activities and successes beyond school - such as sports, volunteering, cultural engagement and personal milestones - they help build a fuller picture of each child's development. Strong community organisations enhance opportunities for participation, promote inclusion and ensure all achievements are valued. Together they contribute to a nurturing environment to thrive and reach their full potential.</p> <p><u>The Promise</u> Families and communities will understand the vision of 'The Promise' and play an active role in ensuring that care-experienced children grow up feeling loved, safe and respected. They will build nurturing, stigma-free environments where every child is included, supported and empowered to thrive.</p> | <p><u>LLC Attendance</u> Workshop for parents finding out the importance of attending Early Years, Primary and Secondary</p> <p><u>Tracking Wider Achievement</u> Families inform the school of wider achievements, so these can be celebrated. Ensure wider achievements that are celebrated are of a range of successes (not just sport)</p> <p><u>The Promise</u> Families and communities will listen to the voices of care-experienced children and advocate for their needs, rights and aspirations. Strengthen local networks that provide consistent relationships, opportunities and safe spaces for children and young people. Challenge stigma by promoting inclusive attitudes by challenging stereotypes and supporting awareness of care experiences. Collaborate - work alongside schools to recognise and nurture talents, achievements and identities of care-experienced children and young people. Promotion of the five foundations of 'The Promise' - voice, family, care, people and scaffolding.</p> | <p><u>LLC Attendance</u> Information sheets on the importance of attendance. Workshops with OLSP - joined up approach.</p> <p><u>Tracking Wider Achievement</u> Talk to children at home about wider achievements and successes.</p> <p><u>The Promise</u></p> |

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| Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc | | |
| <p>Attainment - termly tracking attainment data of care experienced pupils in literacy and numeracy.</p> <p>Equity - wider achievement tracker completed for all children.</p> <p>Attendance - pre and post attendance tracking.</p> <p>Participation and engagement - Increased participation and engagement in learning measured using Leuven Scale</p> <p>Monitoring - tracking toolkit.</p> <p>Seeking views - Google Forms to stakeholders</p> | | |

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning
CREATIVITY Visible Learning

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| CREATIVITY |
| Improvement in skills and sustained, positive school leaver destinations for all young people |
| CURRICULUM |

Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.

An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality

| Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i> | Actions | Resource |
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| <p>Learners: <u>Visible Learning</u></p> <p>Learners knowing what and how to learn, able to understand the outcome of assessments, including using formative assessment, identifying next steps in their learning and how successful they are in learning.</p> <p>All learners will experience opportunities designed to cultivate our dispositions.</p> <p>Learners are involved in leading their own learning, articulating what they are learning and how they can achieve their next steps in learning.</p> <p>Learners are empowered to have their voice respected and to be taken seriously (Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously)</p> <p><u>Cultural Literacy -</u></p> <p>Learners will learn in an environment where all students feel valued and prepared to thrive in a diverse world.</p> <p>Learners will have opportunities to meaningfully celebrate various aspects of their culture and will be actively involved in planning how they do this.</p> <p>Learners are empowered to confidently share their culture with the wider school community.</p> | <p><u>Visible Learning</u></p> <p>Articulate what makes an effective learner in St Patrick's Primary School.</p> <p>Articulate what makes an 'assessment capable learner' in Literacy.</p> <p>Co-create learning goals / targets with teachers, based on feedback.</p> <p>Know and understand the learning intentions, success criteria, and visible learning dispositions throughout each learning experience.</p> <p><u>Cultural Literacy -</u></p> <p>Learners engage in cultural learning experiences and events.</p> <p>Learners can share knowledge and information about the various cultures within our school.</p> <p>Engage in a cultural cafe event.</p> <p>Deliver culture assemblies.</p> | <p><u>Visible Learning</u></p> <p>Impact Coach (Impact Cycle) Visible Learning into Action modules (VLAT) (6 hours)</p> <p>Every teacher will have a plan relating to the Impact Cycle and will observe stage partners and gather evidence of achieving their aims.</p> <p>Whole Dispositions display.</p> <p><u>Cultural Literacy -</u></p> <p>ISARO Community Initiative</p> |
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Practitioners:Visible Learning

Practitioners will use Visible Learning strategies to design and deliver learning experiences, taking into consideration pupil voice.

Practitioners will provide specific, timely feedback linked to competency development that guides learners towards improvement.

Engage in collaborative moderation and sharing of evidence of learning progress aligned with Visible Learning principles.

Practitioners will develop an evidence-gathering plan that is focused on Visible Learning strands.

Cultural Literacy -

Practitioners will take on a leadership role in promoting diversity in St Patrick's.

Practitioners will consistently utilise, promote and showcase works by BAME individuals.

Visible Learning

Within our Literacy and English curriculum, develop a shared language of learning across the school.

Implement strategies to collect data to inform teaching practice.

Identify and share practice across the school about what makes a good lesson in Literacy.

Co-create learning goals / targets with pupils, based on evidence and feedback.

Professional learning on Visible Learning strategies and feedback techniques.

Use of learning intentions, success criteria, and visible learning routines in planning and assessment.

Collaborative planning time focused on embedding competencies and visible learning principles.

Engage in Impact Cycles, with stage partners, using the DIIE model (diagnosis, intervention, implementation, evaluation).

Cultural Literacy

Practitioners will take leadership of key events across the school's diversity calendar and manage the Padlet for this.

Practitioners will engage in continuous professional development opportunities to stay informed about best practices in cultural

Visible Learning

Impact Coach (Impact Cycle)
Visible Learning into Action modules (VLAT) (6 hours)
Collegiate time for collaborative planning and moderation.

Cultural Literacy -

ISARO Community Initiative

Education Scotland Building Racial Literacy

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| <p>Practitioners will respond to emerging issues like misogyny, homophobia, or Islamophobia with targeted frameworks.</p> | <p>literacy.</p> <p>Some practitioners engage in the Education Scotland Building Racial Literacy programme.</p> | <p>Annual overview Padlet</p> <p>Nil by Mouth</p> |
| <p>Leaders: <u>Visible Learning</u></p> <p>Leaders will support the embedding of Visible Learning within the employability skills curriculum and across the school.</p> <p>Use evidence from monitoring and classroom observations to track the impact of Visible Learning strategies on learner progress in Literacy.</p> <p>Lead professional learning and model effective feedback and visible learning practices</p> <p><u>Cultural Literacy</u></p> <p>Leaders will lead and champion the cultivation of cultural inclusion and diversity within their school community by fostering a culture of tolerance, respect and equity. They will ensure systems, policies and practices align with rights-based approaches, enabling children, families and staff from a variety of cultural backgrounds to feel respected, included and active participants within our school community.</p> | <p><u>Visible Learning</u></p> <p>Implement a quality assurance schedule focusing on learning intentions, success criteria, feedback, and learner reflection in Literacy.</p> <p>Facilitate professional learning communities around Visible Learning and skills development.</p> <p>Facilitate Impact Coaches to deliver the Impact Cycle duties and feedback.</p> <p><u>Cultural Literacy</u></p> <p>Leaders will provide continuous professional development opportunities to help educators stay informed about best practices in cultural literacy.</p> <p>Leaders will review curriculum/materials to ensure a diverse cultural representation.</p> <p>Leaders will create initiatives to involve families and local organisations in cultural activities.</p> | <p><u>Visible Learning</u></p> <p>Talk to children - learner conversation where are they in their learning? Where are they going? Where to next?</p> <p><u>Cultural Literacy -</u></p> <p>ISARO Community Initiative</p> <p>Education Scotland Building Racial Literacy</p> |

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| | <p>Leaders will embed equality and inclusion into school policies.</p> <p>DHT to engage in Education Scotland Building Racial Literacy programme.</p> | |
| <p>Families/communities: <u>Visible Learning</u></p> <p>Families will understand the Visible Learning approaches supporting employability skills development and how to reinforce these at home.</p> <p>Increased communication around learning intentions, success criteria, and learner reflections shared with families (with a focus on Literacy outcomes).</p> <p><u>Cultural Literacy</u></p> <p>Families will be aware of the diverse cultures/backgrounds we have within the school.</p> <p>Families of all cultures/backgrounds feel welcomed and a valued part of the St Patrick's school community.</p> | <p><u>Visible Learning</u></p> <p>Workshops/webinars for parents on Visible Learning and developing a shared understanding of the language of Visible Learning.</p> <p>Sharing learner progress and reflections via newsletters, digital platforms, or events.</p> <p>Involve families in setting learning / achievement goals and celebrating progress.</p> <p><u>Cultural Literacy</u></p> <p>Families will create a cultural literacy/diversity working party made up of parents/carers.</p> <p>Families will be active participants in the creation and agreement of an Inclusion action plan.</p> <p>Families will lead and engage in cultural information workshops.</p> <p>Families will lead and engage with cultural celebrations throughout</p> | <p><u>Visible Learning</u></p> <p>Competencies Workshops</p> <p>Transition Events</p> <p>Learning Community Events</p> <p>Celebration and showcase events</p> <p><u>Cultural Literacy</u></p> <p>ISARO Community Initiative</p> |

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| | <p>the school year.</p> <p>Materials and communication will be provided in various relevant languages.</p> <p>Feedback to be sought from families to gauge success and to inform next steps.</p> | |
| Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc | | |
| <p>Attainment - tracking toolkit attainment data. Classroom observations. Assessment evidence showing 80% achievement in all classes.</p> <p>Equity - pre and post questionnaire re inclusion at St Patrick's</p> <p>Participation and Engagement - every class hosts an assembly, parents / carers attend</p> <p>Monitoring - tracking toolkit. Planning and tracking meetings.</p> <p>Seeking Views - staff/parent collaborative working party.</p> | | |

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT Literacy and Numeracy and Mathematics

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| ATTAINMENT |
| <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> |

ATTENDANCE

High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

| Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i> | Actions | Resource |
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| <p>Learners:</p> <p><u>Literacy - Shared Standard</u> All learners will experience opportunities that will develop their abilities, confidence and enjoyment in literacy and digital literacy to equip them with skills for learning, life and work.</p> <p>All learners will experience a breadth of relevant, meaningful learning contexts linked to sustainability and current topical issues.</p> <p><u>Numeracy and Mathematics - Count With Me</u> All learners will experience opportunities that will allow them to become confident and numerate, building their skills in a variety of contexts, allowing them to reach their own targeted positive destinations</p> <p>All learners will have increased confidence in articulating their thinking through number talk processes.</p> | <p><u>Literacy - Shared Standard</u> Learners will engage with learning experiences based on Read with me @ WDC progression pathways/guidance.</p> <p>Learners will engage with learning experiences based on the Talk for Writing approach.</p> <p><u>Numeracy and Mathematics - Count With Me</u></p> <p>Opportunities for children to participate in daily interactive number talk sessions and to explain how they reached an answer</p> <p>Opportunities for children to apply and deepen their knowledge within different context (develop creativity and pupil led learning)</p> | <p><u>Literacy - Shared Standard</u> New literacy planning and tracking documents.</p> <p><u>Numeracy and Mathematics - Count With Me</u> Electronic folder of Pathways</p> <p>Maths recovery toolkit (£250)</p> <p>Recommended resources for CPA approach.</p> <p>Support pupils as they access continuous provision. Support identified group of learners to raise</p> |

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| <p>high achievement.</p> <p>Improved learning, teaching and assessment of numeracy and mathematics</p> <p>Increased attainment in maths and numeracy</p> | <p>Maths champions to participate in professional development on use of WDC numeracy/maths assessment,</p> | <p>Recommended resources for CPA approach.</p> |
| <p>Families/communities:</p> <p><u>LLC Literacy</u></p> <p><u>Literacy - Shared Standard</u> Families will have a clear understanding of our approach to Literacy.</p> <p>The delivery of the Literacy curriculum will be consistent across the school enabling families to support their children more easily.</p> <p><u>Numeracy and Mathematics - Count With Me</u> Have an understanding of numeracy terms ie Number Talks, Grid multiplication method. Are actively involved in using the language of learning and skills at home. Knowledgeable about the progress their child is making and what one year's progress looks like for their child.</p> | <p><u>LLC Literacy</u></p> <p>Example of a 'good lesson' in Literacy Professional reading; teaching of phonics, reciprocal reading. Visible Learning book linked to Literacy. 'Closing the Reading Gap' <u>Literacy - Shared Standard</u> Attend Sharing the Learning event for Literacy</p> <p><u>Numeracy and Mathematics - Count With Me</u> Sharing the Learning event for Numeracy .</p> <p>Language of learning and skills shared between school and home.</p> | <p><u>LLC Literacy</u></p> <p><u>Literacy - Shared Standard</u> Inservice staff information input lead by DHT.</p> <p><u>Numeracy and Mathematics - Count With Me</u> Information Sheet</p> |
| <p>Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</p> | | |
| <p>attainment: termly tracking toolkit data. Pre & post assessments in numeracy with almost all pupils achieving and increased percentage. Tracking of writing attainment data showing at key stages P1, P4 & P7.</p> | | |

engagement - pupil observations during literacy experiences showing increased engagement.

Participation - appropriate differentiation to ensure all pupils can access meaningful learning experiences.

equity - comparison of attainment data observing SIMD, gender and using this to inform planning.

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work
EMPLOYABILITY

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| EMPLOYABILITY |
| Improvement in skills and sustained, positive school leaver destinations for all young people |
| ACHIEVEMENT |
| Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap |

| Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i> | Actions | Resource |
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| Learners: <u>LLC P7 Transition</u> Engage in Metacognition skills and links to High School and World of Work. | <u>LLC P7 Transition</u> | <u>LLC P7 Transition</u> |

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| | Engage in IDL learning experiences which are focused on skills development. Participate in pupil leadership groups. | |
| Practitioners: <u>LLC P7 Transition</u> Skills of WDC / Metacognition Skills for P6 and P7 to link with High School. Digital Profiling for P6 and P7 - My World of World Early Years - digital format for 6WDC (Sarah Connelly) | <u>LLC P7 Transition</u> Skills of WDC / Metacognition Skills for P6 and P7 to link with High School. Digital Profiling for P6 and P7 - My World of World Early Years - digital format for 6WDC (Sarah Connelly) | <u>LLC P7 Transition</u> |
| Leaders: <u>LLC P7 Transition</u> Familiarise with Metacognition and the World of Work. | <u>LLC P7 Transition</u> | <u>LLC P7 Transition</u> |
| Families/communities: <u>LLC P7 Transition</u> | <u>LLC P7 Transition</u> | <u>LLC P7 Transition</u> |
| Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc | | |

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