



**St Mary's &  
St Martin's  
Campus  
Improvement Plan**



**2024 – 2027  
(Session 2025 - 2026  
Year 2)**

Next Session (25/26)

# WDC Outcomes      NIF 2025 Alignment

| WDC OUTCOMES   | WELLBEING   | CREATIVITY   | ATTAINMENT   | EMPLOYABILITY  |
|--|---|--|--|--|
| <b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b> | Placing the human rights and needs of every child and young person at the centre of education<br>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<br>Improvement in attainment, particularly in literacy and numeracy  | Improvement in skills and sustained, positive school leaver destinations for all young people  |
| <b>NIF SHORT TERM PRIORITIES the ABC's</b>                       | <b>BEHAVIOUR AND RELATIONSHIPS</b>  | <b>CURRICULUM</b>  | <b>ATTENDANCE</b>  | <b>ACHIEVEMENT</b>   |
| <b>NIF OUTCOMES (REPLACE DRIVERS)</b>                            | 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.<br><br>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.<br><br>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<br><br>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. | Highly skilled teachers, practitioners 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 24-25  | YEAR 2 25-26   | YEAR 3 26-27   |
|---------------|---|--|--|
| <b>ENGAGE</b> | <p><b>Year 2 Assessment &amp; Moderation</b><br/>(Focus on Formative Assessment - Visible Learning)</p> <p><b>Count with Me ELCC &amp; P1-3</b></p> <p><b>Read with Me (Leadership Level &amp; Pilot)</b></p> <p><b>HWB tracker (ELCC)</b></p> <p><b>RRS Bronze Award</b></p>   | <p><b>Read with Me Year 2 (Practitioner level - working towards developing integrated literacy approach)</b></p> <p><b>RRS Silver Award</b></p> <p><b>Digital Profiling at Second Level (My World of Work)</b></p> <p><b>New streamlined planning approach</b></p> | <p><b>Skills profiling throughout school</b></p>   |
| <b>EMBED</b>  | <p><b>Inclusive Practices (including CIRCLE Year 3 Up UP &amp; Away Year 2, Zones of Regulation Year 2, Year 1 of Better Relationships Policy)</b></p> <p><b>Count with Me P4-7</b></p> <p><b>Talk4Writing (Year 3 school) (Year 2 ELCC)</b></p> <p><b>Data Analysis - New BGE Toolkit (Data Coach)</b></p> <p><b>Food Tech Projects (ELCC)</b></p> <p><b>Skills Development (ELCC)</b></p> | <p><b>Year 3 Assessment &amp; Moderation (Focus on Formative Assessment - Visible Learning)</b></p> <p><b>Count with Me ELCC &amp; P1-3</b></p>  | <p><b>Read with Me Year 3 (Integrated Literacy Approach)</b></p> <p><b>Visible Learning (full engagement)</b></p> <p><b>Streamlined Planning</b></p> |

|                 | YEAR 1 24-25   | YEAR 2 25-26   | YEAR 3 26-27   |
|-----------------|--|--|--|
|                 |  |  |  |
| <b>EVALUATE</b> | <b>Play ELCC, P1 and P2 (RTA)</b><br><br><b>Skills Development - depth of focus on ONE targeted competency</b>                             | <b>Year 3 Assessment &amp; Moderation (Focus on HQA - LLC focus)</b><br><br><b>Inclusive Practices</b><br><br><b>Data Analysis - areas of focus (Data Coach)</b><br><br><b>Next target competency (year 2)</b> | <b>Assessment &amp; Moderation</b><br><br><b>Next target competency (year 3)</b> |
| <b>EXTEND</b>   | <b>Tracking (across all areas of curriculum and of one competency)</b><br><b>Baselines to support Practitioner professional judgements</b> | <b>Play ELCC, P1 - P3</b>  |  |

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

### WELLBEING

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| <b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b> | Placing the human rights and needs of every child and young person at the centre of education<br>Improvement in children and young people's health and wellbeing  |
| <b>NIF SHORT TERM PRIORITIES the ABC's</b>                       | <b>BEHAVIOUR AND RELATIONSHIPS</b>  |
| <b>NIF OUTCOMES (REPLACE DRIVERS)</b>                            | 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.<br><br>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. |

| <b>Outcomes</b><br><i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>   | <b>Actions</b><br><b>This should be action focused language</b>   | <b>Resource</b><br><b>This should be human/time /budget</b>                 |
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| <b>Learners:</b> Most learners are active participants who are engaged, resilient, motivated and well-supported in their learning. | Embed approaches to supporting learners e.g. PAtHs, Zones of Regulation Universal and targeted approaches, play therapy, nurturing approaches, CIRCLE/Up Up and Away inclusive practice | Support planning time.  |
| Learners with improved vocabulary around emotional wellbeing   | Introduce new HWB assessments and trackers (schools) Embed HWB Tracker (ELCC)   | One Trusted Adult termly meetings<br>Practitioners planning/collegiate time |
| Learners with improved wellbeing, participation, relationships and self-esteem. Improved knowledge                                 | Whole campus approach towards becoming a Silver Rights Respecting School  | PT Jennifer Night HWB Coordinator   |

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| of children's rights  |  |   |
| <p><b>Practitioners:</b> Increased confidence in using the GIRFEC refresh planning to support children/young people.</p> <p>Skilled in utilising CIRCLE/Up Up and Away to promote robust inclusive practices.</p> <p>Confident in using Zones of Regulation to support pupils' emotional regulation</p> <p>Confident in restorative practices outlined in our Better Relationships Policy</p> <p>Confident in using 'Setting the Table' guidance to promote healthy eating habits</p> | <p>Continue use of new GIRFEC planning, Collaborative working with parents and partner services.</p> <p>Implement CLPL Professional learning on Circle/Up, Up and Away Framework<br/>Implement CIRCLE Participation Questionnaire</p> <p>Embed Zones of Regulation strategies to develop pupil resilience</p> <p>Implement the Relationships Pathway from our Behaviour Policy</p> <p>Implement Setting the Table guidance and continue to review meal and snack experiences for all ELCC children</p> | <p>Support planning time for learners</p> <p>Circles/Up, Up and Away Champion 2 x collegiate sessions)</p> <p>All staff</p> <p>All staff</p> <p>ESO support to facilitate rolling lunches</p> |
| <p><b>Leaders:</b> Have knowledge of the GIRFEC refresh. Skilled in developing approaches to inclusion that enables all learners to be fully engaged. Skilled in developing approaches which promote resilience building for learners. Lead whole campus towards Silver Accreditation RRS Knowledgeable about Setting the Table Guidance (Early Years) and the health and welfare needs of young children</p>   | <p>Embed GIRFEC refresh</p> <p>Embed Inclusive Practices via the CIRCLE/Up, UP and Away Framework in the yearly overview calendar.</p> <p>Continue to review GIRFEC planning process - CIRCLE resources integral.</p> <p>Undertake process to achieve RRS Silver Award</p> <p>Monitor the impact of our Better Relationships Policy (Reflection Records, Managing Distressed Behaviours Records)</p> <p>Facilitate rolling lunches in ELC</p>  | <p>GIRFEC Refresh <a href="#">7 minute briefing</a> &amp; <a href="#">online modules</a> for new staff</p> <p>ASN Coordinators Forum.</p> <p>RRS Paperwork</p>                                |
| <p><b>Families/communities:</b> Are actively involved in setting targets for their child and are knowledgeable about CIRCLE strategies.</p>   | <p>CIRCLE Strategies and Relationships Pathway shared between school and home, support TATC discussions, informs shared next steps</p>   | <p>Circle Champ Sessions (Nicola MacLean)</p>   |

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| <p>Consulted and well-informed of our Better Relationships Policy and involved in steps within the Relationships Pathway</p> <p>Are involved in family cooking projects to promote recipes for nutritional family meals</p>   | <p>Family Cooking sessions for healthy meals on a budget</p> | <p>Food Tech Lead (Paola Walker)</p> <p>Food for Thought Grant funding/Aldi local partners</p> |
| <p><b>Performance Measures / Targets</b> - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline <b>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b></p>   |  |  |
| <p><b>Monitoring visits/direct observation:</b> : All learning observations and walkthroughs evidence the use of inclusive strategies and language.</p> <p><b>Monitoring Data :</b></p> <ul style="list-style-type: none"> <li>• Staged Intervention will record supports implemented to support the best outcomes for children evidenced by the CICS and CPS completed by the school professionals and Psychological Services.</li> <li>• SLT will monitor Reflection Records and Managing Distressed Behaviours Documentation</li> <li>• 1 learner (P2) to move from reduced timetable to full-time timetable by December 25</li> <li>• 1 learner (P2) to move from reduced timetable from x3 afternoons per week to 5 afternoons or 3 full days per week by December 25</li> <li>• To improve learner engagement for 3 targeted learners (one at P5, two at P6) using Leuven's scale of engagement pre and post intervention comparison score Aug 25 -June 26 through nurturing/inclusive approaches and targeted HWB interventions</li> </ul> <p><b>Seeking views:</b> evaluation of the collegiate sessions to support the professional development of the Champions, staff and positive outcomes achieved for children.</p> |  |  |

**Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning**

**CREATIVITY**

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

| <b>Outcomes</b><br><i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>  | <b>Actions</b>   | <b>Resource</b>                              |
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| <b>Learners:</b> All learners in the ELCC and P1-3 will experience interactions, learning experiences and spaces that are enabling and nurturing. | Practitioners to implement core principles from One-ery guidance and RTA national practice guidance. Continue to review learning environment and quality of interactions | One-ery Lead - EY PT (Paula Borzacchiello)   |
| All learners from P4-7 will experience high quality learning experiences  | Introduce streamlined/collaborative planning and teaching within levels  | Collaborative Planning Time (New NCCT model) |
| All learners will experience regular high quality outdoor learning experiences  | Continued development of outdoor environment.  | Outdoor Learning Lead - TBC                  |



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|  | Timetabling to reflect outdoor learning experiences   |   |
| <b>Practitioners:</b> Practitioners will be confident in planning learning, teaching and assessment (indoors and outdoors) that fosters skills, supports cognitive development and is focussed on enhancing learning. Practitioners are confident in planning learning that focuses children's thinking (adult led) ignites children's thinking (adult initiated) follows children's thinking (child led)                  | Implement Play Strategy<br><br>Engage in collaborative planning across levels/stages  | Collaborative Planning Time   |
| <b>Leaders:</b><br>Can articulate what quality play based learning/ One-ery approach looks like across Early and First Level.<br><br>Knowledgeable about the key features of high quality, empowering learning environments.<br><br>Confident in developing a curriculum with high quality learning and teaching which will overcome any poverty related attainment gap and promote aspirational outcomes for all pupils . | Further develop play strategy. (P1 model)<br><br>Ensure implementation of the review and refresh of responsive and intentional planning - including observations, interpretation and documentation of learning (including digital evidence) | Inservice session - play based model (Early level). Collaborative approaches (First & Second Level) |
| <b>Families/communities:</b><br>Families will have an understanding of how to support their child's learning through play based approaches   | Implement Stay and Play sessions and workshops  | Family Learning Opportunities - Stay and Play session.<br>New P1 Parents' Workshop                  |
| <b>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</b>   |   |   |
| <b>Monitoring visits/direct observation:</b> : Evaluate quality of delivery of play - Monitoring Data : TARGETs for attainment, equity etc<br><b>Seeking views:</b> Pupil Focus Groups . Survey for parents - areas requiring support . Google Form for staff - measure impact of approaches .   |   |   |

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

**ATTAINMENT**

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| <b>ATTAINMENT</b>  |
| Closing the attainment gap between the most and least disadvantaged children and young people<br>Improvement in attainment, particularly in literacy and numeracy  |
| <b>ATTENDANCE</b>  |
| High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap<br>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. |

| <b>Outcomes</b><br><i>Learners, Practitioners, Leaders,<br/>Parents/Families/Communities</i>   | <b>Actions</b>  | <b>Resource</b>  |
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| <p><b>Literacy:</b><br/><b>Learners:</b> All learners will experience opportunities that will allow them to become confident readers and use these skills in a variety of different contexts.</p> <p>Young learners will develop strong oral language skills as the foundation of learning to read and write.</p> <p>Learners benefit from appropriate, proportionate and timely support including specialist input where required .</p> | <p>Engage in lessons based on “ Read with me in WDC ” progression pathways .</p> <p>Engage in Word Aware, Rhyme Aware, Reciprocal Reading and Talk4Writing approaches in ELCC</p> | <p>Reading spine resources<br/>£2000</p> <p>Literacy Lead Roseanne MacDonald/Teresa Tolland</p> <p>Talk4Writing Leads Charlene Anderson/Kirsty McCormick</p> |

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| <p><b>Numeracy: ( Maintenance)</b><br/> <b>Learners:</b> All learners experience opportunities that allow them to become confident and numerate, building their skills in a variety of contexts.</p> <p>All learners will have increased confidence in articulating their thinking through number talk processes.</p> <p><b>EQUITY:</b><br/> <b>Learners:</b><br/> Improved attendance for targeted learners<br/> Improved learning experiences and support leading to increased engagement and progress</p>                             | <p>Engage with CPA approach<br/> All ELC staff received further Count With Me input from DHT</p> <p>PFSW engaging with target pupils and families to identify and provide support for barriers to attendance</p> <p>Targeted Interventions to improve attendance as part of QIP .</p> <p>Additional targeted support, 1:1 and in small groups, provided by class teachers and additional staffing</p>                 | <p>Maths Champion - Angela Gemmell</p> <p>Recommended resources for CPA approach.</p> <p>PFSW £32527</p> <p>QIP Project - HT Mandy Shiels &amp; PT Jennifer Knight</p>  |
| <p><b>Literacy:</b><br/> <b>Practitioners:</b><br/> Confident in planning engaging, well paced and challenging reading experiences which will involve a variety of approaches to teaching and assessing reading .</p> <p>Skilled in using a variety of reading strategies including 'Reading Circles, Guided Reading , Shared Reading and Reciprocal Reading</p> <p><b>Numeracy: (Maintenance)</b><br/> <b>Practitioners:</b> Confident in planning engaging, well-paced suitably challenging learning experiences in reading, which</p> | <p>Engage in CLPL of principles of 'Come Read With Me in WDC'</p> <p>Implement explicit and systematic teaching of phonics CLPL in phonics for teachers in P1-3. Embed Word Aware, Rhyme Aware, Reciprocal Reading and Talk4Writing approaches in ELCC</p> <p>Refresh reading approaches such as Reading Circles, Guided Reading, Shared Reading and Reciprocal Reading</p> <p>Engage in refresh sessions for CPA</p> | <p>Professional Learning - In house and at authority level</p> <p>Authority level - Phonics &amp; Reciprocal teaching</p> <p>(Collegiate sessions and Inservice sessions as required)</p> <p>Collegiate time allocated to maths improvement/refresh (</p> |

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| <p>involve a variety of methodologies.</p> <p>Skilled in delivering high-quality Concrete, Pictorial, Abstract learning experiences.</p> <p>Skilled in assessing gaps in numeracy leading to more robust planning.</p> <p>Have knowledge of how to plan opportunities for learners to build number sense, explore the structure of number, and gain and apply a range of mental number strategies that build flexible and agile minds.</p> <p><b>EXCELLENCE/EQUITY:</b><br/>Teachers and practitioners are skilled in gathering robust assessment evidence and using this data to plan next steps for learners</p> | <p>Extend use of refreshed BGE toolkit with focus on fact, story, action</p>  | <p>1-2 sessions approx).</p> <p>Time / cover for teachers to attend 'catch up' sessions (TBC)</p> <p>White Rose Maths</p> <p>Recommended resources for CPA approach.</p> <p>Data Lead - Jennifer Knight - Primary<br/>Data Lead - Paula Borzacchiello - ELC</p>            |
| <p><b>Literacy:</b><br/><b>Leaders:</b> Skilled in developing a successful literacy curriculum from early years to second level</p> <p>Clearly communicated expectations for the learning, teaching and assessment of reading that raises attainment and narrows the poverty related attainment gap.</p> <p><b>Numeracy:</b><br/><b>Leaders:</b> Skilled in developing a successful maths and numeracy curriculum from early years to second level.</p> <p>Clearly communicated expectations for the learning,</p>   | <p>Review literacy curriculum making connections to writing and listening and talking - (Develop an integrated literacy approach - for full implementation the following session)</p> <p>Embed reading professional development in collegiate, quality assurance and assessment calendar.</p> <p>Plan for and provide moderation opportunities across the LLC (Professional Learning Communities)</p> <p>Embed maths and numeracy professional development and moderation in collegiate and quality assurance calendar.</p> | <p>Literacy leads - Roseanne Macdonald/Teresa Tolland/Charlene Anderson</p> <p>Collegiate Calendar - Inset day</p> <p>The Art &amp; Science of Teaching Primary Reading resource</p> <p>Maths Champions - Angela Gemmell/Hannah Lynch</p> <p>Recommended resources for</p> |

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| <p>teaching and assessment of maths and numeracy that raises attainment and narrows the poverty related attainment gap.</p> <p><b>Excellence/Equity</b></p> <p>Clear Planning, Tracking and monitoring approaches being used to raise attainment and tackle the poverty related attainment gap.</p> <p>More skilled in the scrutiny of whole school data</p> | <p>Fact, Story, Action approach during Planning &amp; Tracking Meetings</p> <p>QIP Project</p>   | <p>CPA approach.</p> <p>Termly Planning &amp; Tracking</p>   |
| <p><b>Families/communities:</b></p> <p><b>Literacy:</b><br/>Increased knowledge on how to support reading at home .</p> <p><b>Numeracy:</b><br/>Partnership (families) increasing knowledge on how to support active numeracy and maths learning at home.</p>  | <p>Deliver family learning sessions (literacy)</p> <p>Communicate revised strategy through website and share on social media platforms.</p> <p>Deliver family learning sessions ( numeracy)</p> <p>Communicate revised strategy through website and share on social media platforms.</p> | <p>Family Learning Opportunities:<br/>Book Week Scotland<br/>Paired Reading Workshop<br/>PEEP session ELC - focus on rhyme<br/>Mobile Library visits - ELC</p> <p>1 x family learning/open afternoon focused on maths/numeracy. ( Maths Week Scotland - term 1)<br/>PEEP session ELC - focus on patterns and relationships</p> |
| <p><b>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</b></p>  |  |  |
| <p><b>Literacy:</b><br/><b>Monitoring visits/direct observation: :</b></p>   |  |  |

Improved quality of phonics lessons and reciprocal reading lessons

**Monitoring Data :**

**St Mary's PS:** Maintain attainment in reading:

P3 85%

P5 84%

P6 95%

P7 86%

Increase attainment in reading at:

P2 from 79% to 83% (1 pupil)

P4 from 65% to 75% (2 pupils)

P1 reciprocal reading baselines to increase with targeted focus on questioning and clarifying.

**St Martin's PS:**

Increase attainment in reading:

P2 from 71% to 86% (1 child)

P7 from 75% to 88% (1 child)

**St Mary's ELCC:**

Pre-school children's reciprocal reading baselines to increase with targeted focus on questioning and clarifying.

**Numeracy:**

**Monitoring visits/direct observation:** All teachers are delivering high quality CPA. Practitioners are delivering high quality play based numeracy experiences

**Monitoring Data :**

**St Mary's PS:** Maintain attainment in numeracy & maths:

P2 92%

P3 88%

P4 80%

P5 89%

Increase attainment in numeracy & maths at:

P6 from 76% to 81% (1 pupil)

P7 from 77% to 82% (1 pupil)

P1 baselines to increase with targeted focus on teaching money and angles

**St Martin's PS:**

Increase attainment in numeracy & maths:

P2 from 71% to 86% (1 child)

P7 from 75% to 88% (1 child)

**St Mary's ELCC:**

Pre-school children's baselines to increase with targeted focus on number processes and money

**Seeking views:** Google form, staff - confidence delivering in aspects of reading - confidence in delivering CPA approach (numeracy)

Pupil focus groups - learning and teaching feedback

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

**EMPLOYABILITY**

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

| <b>Outcomes</b><br><i>Learners, Practitioners, Leaders,<br/>Parents/Families/Communities</i>   | <b>Actions</b>  | <b>Resource</b>  |
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| <b>6 WDC's:</b><br><br><b>Learners:</b> All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking and citizenship.<br>Learners will become more proficient in developing the 3 dimensions of COLLABORATION:<br><br>Children in the ELCC will be able to identify and talk about the skills they are developing<br><br>Digital Profiling - Second level only | Implement West Dunbartonshire 6 Competencies. Particular focus through IDL and Friday Focus sessions<br><br>Implement deep dive into ONE targeted competency.<br><br>Embed WDC Early Skills Framework<br><br>Engage with My World of Work online profiles | Skills Lead: HT Mandy Shiels<br><br>1 x Collegiate/ 1 x Inset time<br><br>Mandy Shiels/Karen Lafferty - LLC Early Level Skills Leads<br><br>Digital Lead - Melissa Brown |
| <b>Practitioners:</b> Knowledgeable in West Dunbartonshire 6 Competencies.   | Integrate the West Dunbartonshire 6 Competencies into teaching, learning and assessment - IDL Deep Learning   | Collaborative Planning Time (1 per term)   |



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| <p>Skilled in using WDC 6Cs for planning engaging, well-paced, and suitably challenging learning experiences, incorporating project-based learning (PBL)/ interdisciplinary learning (IDL) approaches. Confident in gathering and tracking progress in <b>one</b> area of skills development for individuals</p> <p>Knowledgeable about metaskills and correlation with 6 WDCs</p>  | <p>Planning</p> <p>Engage with WDC 6C's Progression Pathways for COLLABORATION</p> <p>Introduce My World of Work online profiles</p>   | <p>Digital Lead - Melissa Brown</p>  |
| <p><b>Leaders:</b><br/>Skilled in development of a skills based curriculum from early years to second level.</p>  | <p>Implement project-based learning (PBL) aligned with the competencies.</p> <p>Implement WDC Competencies progression pathways and assessment rubrics for ONE competency (Collaboration).</p> <p>Monitor and track data for targeted groups and individuals who have barriers to learning</p> | <p>Checklists and spreadsheets for tracking/monitoring</p> <p>Online Platform for My World of Work</p> |
| <p><b>Families/communities:</b><br/>Knowledge of the importance of a skills based curriculum</p>  | <p>Organise community events and projects that promote competencies</p>  | <p>Celebration and showcase events<br/>Profiles shared with parents</p>                                |
| <p><b>Performance Measures / Targets</b> - How we will evidence the impact on outcomes - Reminder must have a baseline - <b>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b></p>  |  |  |
| <p><b>Monitoring visits/direct observation:</b> Evidence of 6 Cs in classrooms/dialogue with children<br/> <b>Monitoring Data :</b> Pre and Post measures using Deep Learning Progressions (scale of 1-10) Comparison of key groups/cohorts<br/> <b>Seeking Views:</b> Pupil focus groups - pupils able to talk about the 6 Cs. Second level pupils able to talk about skills/competencies tracked via digital profiles</p> |  |  |

**LLC Priority: ALL SECTORS:** Ensure approaches to raising attainment for all pupils including those at risk of missing out.  
**ATTAINMENT**

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| <b>ATTAINMENT</b>  |
| Closing the attainment gap between the most and least disadvantaged children and young people<br>Improvement in attainment, particularly in literacy and numeracy  |
| <b>ATTENDANCE</b>  |
| High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap<br>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. |

| <b>Outcomes</b><br><i>Learners, Practitioners, Leaders,<br/>Parents/Families/Communities</i>  | <b>Actions</b>   | <b>Resource</b> |
|---|--|-----------------|
| <b>Learners:</b><br><br><b>Early Level Transition:</b><br>By the end of the academic year 2025-2026 all children at early level will demonstrate secure foundational phonics and early reading skills, as evidenced by consistent achievement of the Early Level Literacy Baseline and Early Level Literacy and | Participate in oral and play based activities which promote phonological awareness |                 |

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| <p>English Benchmarks related to decoding and encoding.</p> <p><b>Second Level Transition:</b><br/>All learners at second level will demonstrate a deeper and more confident application of their numeracy skills across a wide range of contexts, directly supported by high-quality assessment practices</p>  | <p>Apply knowledge and skills within numeracy and maths within relevant and meaningful contexts to deepen understanding</p>   |  |
| <p><b>Practitioners:</b></p> <p><b>Early Level Transition:</b><br/>All early level practitioners will apply highly effective and evidence-based pedagogies for developing phonological awareness and early decoding skills, ensuring a progressive and engaging approach to foundational reading across the whole of early level.</p> <p><b>Second Level Transition:</b><br/>Practitioners will demonstrate an enhanced understanding of how to design and implement high-quality assessment practices that effectively capture and evidence learners' application of numeracy skills</p> | <p>Engage in Professional Reading</p> <p>Implement explicit and systematic teaching of phonics CLPL in phonics for teachers, reciprocal teaching, word aware, rhyme aware for practitioners</p> <p>Develop understanding of what makes a good early level reading/phonics lesson</p> <p>Collaborative cross sector working to develop HQAs for pupils at second level and third level</p> | <p>Professional Reading resource - The Art &amp; Science of Teaching Primary Reading</p> <p>Inservice Afternoon Collegiate sessions Video recordings</p> <p>Professional Learning Communities</p> <p>Curriculum Support Network</p> <p>Assessment &amp; Moderation Leads</p> <p>Time allocation to develop second level/third level HQAs</p> |
| <p><b>Leaders:</b></p>  |   |  |

|  |  |   |
|--|--|---|
| <p><b>Early Level Transition:</b><br/>Clearly communicated expectations for the learning, teaching and assessment of reading across early level that raises attainment and narrows the poverty related attainment gap.</p> <p><b>Second Level Transition:</b> Clear understanding of 4 different types of assessment evidence, ensuring a rigorous approach to gathering assessment evidence</p> | <p>Embed reading professional development in collegiate, LLC, quality assurance and assessment calendar.</p> <p>Revise assessment calendars to reflect a balance of 4 types of assessment evidence</p> <p>Facilitate time/resources for cross sector working</p> | <p>Literacy leads</p> <p>Collegiate Calendar - Inset days</p> <p>Curriculum Support Network</p>   |
| <p><b>Families/communities:</b></p> <p><b>Early Level Transition:</b><br/>Increased knowledge on how to support reading at home.</p> <p><b>Second Level Transition:</b><br/>Clearer understanding of <i>what</i> their child can <i>do</i> with their learning, rather than just what they know. Parents understand their child's strengths and areas for development in practical terms.</p>    | <p>Deliver family learning sessions.</p> <p>Sharing of learning and progress during parents' evening</p>   | <p>Family Learning Opportunities - PEEP Sessions<br/>Bookbug<br/>Book Week Scotland</p> <p>Range of assessment evidence shared with parents</p> |
| <p><b>Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) -</b></p>  |  |   |

**Reminder must have a baseline**

***Early Level Transition:***

Increased attainment in reading at early level as evidenced in Literacy baselines, NSAs and Early Level Benchmarks

Seeking views:

Pupil Focus Groups .

Survey for parents - areas requiring support .

Google Form for staff

***Second Level Transition:***

Area of focussed attention - collaborative planning and moderation of high quality assessments - pupil focus group

**LLC Priority: PRIMARY SECTOR ONLY:** Implement approaches to creative teaching and learning, ensuring engagement in learning **CREATIVITY**

| CREATIVITY  |
|---|
| Improvement in skills and sustained, positive school leaver destinations for all young people   |
| CURRICULUM  |
| <p>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.</p> <p>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</p> |

| Outcomes<br><i>Learners, Practitioners, Leaders,<br/>Parents/Families/Communities</i>  | Actions   | Resource  |
|--|---|---|
| <p><b>Learners:</b> 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><b>Practitioners:</b></p> <p>Knowledgeable practitioners, improving practice in feedback strategies</p>   | <p>Engage in CLPL Visible Learning VLAT 1</p> <p>Form Professional Learning Groups within LLC</p> | <p>Inservice day VLAT 1 (Aug)</p> <p>A and M Lead</p> |

|  |   |  |
|--|---|--|
|  | <p>Gather data</p> <p>Work collaboratively with VL peer colleague and Impact Coach to plan and implement Impact Cycle (Term 2)</p> <p>Evaluate impact of small test of change</p> | <p>VL Impact Coach</p> <p>VLAT 2 Inservice day (Nov)</p> <p>Collegiate sessions for Professional Learning Communities &amp; Coaching conversations</p> |
| <p><b>Leaders:</b><br/>Clarity of approach, developing a model of collaborative working and improved teacher efficacy</p>  | <p>Development of clear standards of performance linked to language of VL.</p>  | <p>Regular LLC Meetings to plan next steps</p>   |
| <p><b>Families/communities:</b> Are actively involved in using the language of learning and skills at home.</p> <p>Knowledgeable about the progress their child is making</p>  | <p>Language of learning and skills shared between school and home.</p> <p>Clearly defined and communicated measures of progress.</p>  |  |
| <b>Performance Measures / Targets - How we will evidence the impact on outcomes</b>  |   |  |
| <p><b>Monitoring visits/direct observation:</b> Evidence of effective feedback observed</p> <p><b>Monitoring Data:</b> Data gathered via VLAT 1 and VLAT 2 Impact Cycle Evidence</p> <p><b>Seeking views:</b> Through focus groups and 'walkthroughs' children are able to seek and receive feedback to help move learning forward</p> |   |  |