

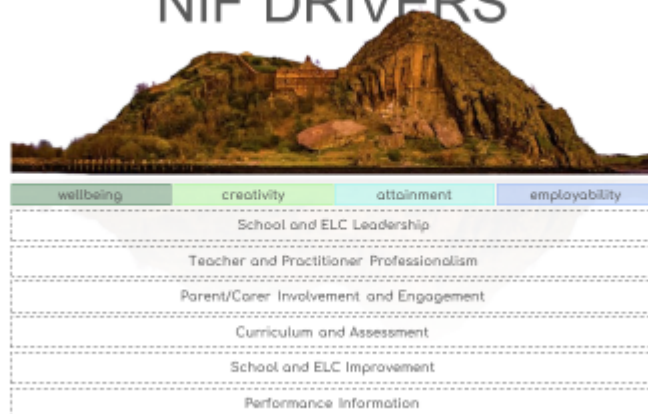


**St. Eunan's
Primary School**

Improvement Plan

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

NIF DRIVERS



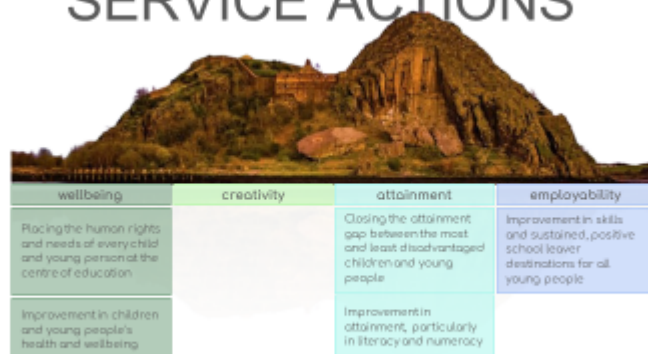
Wider
Dorset
Coast

NIF PRIORITIES



Wider
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SERVICE ACTIONS



Wider
Dorset
Coast

Alignment

NIF DRIVERS

School and ELC Leadership

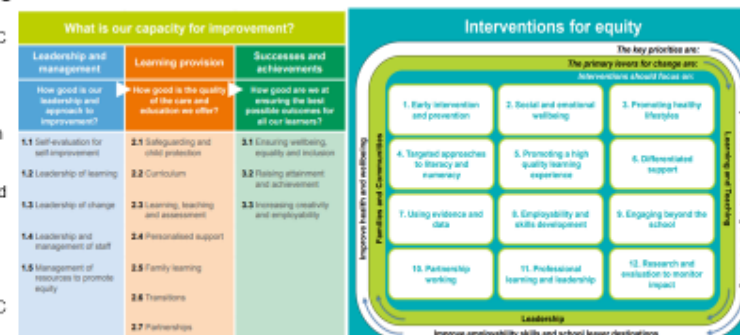
Teacher and Practitioner Professionalism

Parent / Carer Involvement and Engagement

Curriculum and Assessment

School and ELC Improvement

Performance Information





Excellence & Equity

Our Approach to Excellence & Equity

As a former Attainment Challenge Authority the service approach to deliver excellence equity is mature applying a cyclical model of improvement and change. The cyclical model has 4 phases:

Engage, Embed, Evaluate, Extend



Learner Level

Develop Habits of Mind
Make healthy choices
Successful
Confident
Responsible
Effective

Global Competencies
(6WDC's):
Character, Citizenship,
Creativity, Collaboration
Communication, Critical
Thinking

NIF DRIVERS		THE EXPECTATIONS OF OUR LEARNERS: PRACTITIONERS, LEADERS, SYSTEM	
Performance Information		Learners:	Increased engagement, progress, achievement
Teacher and practitioner professionalism		Practitioners:	Adaptive experts who teach based on a clear understanding of what works best for raising learner achievement
Curriculum and Assessment		Practitioners:	Delivering broad ranging, personalised curriculum ensuring all children and young people develop skills for learning, life and work
School & ELC Leadership School & ELC Improvement		Leaders:	Enhanced visibility into school performance and decision making based on evidence
Parental/Carer Involvement and engagement		System:	Integrated working to develop the talent of our diverse young people

Next Session (25/26)

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
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 24-25	YEAR 2 25-26	YEAR 3 26-27
ENGAGE	<p>Read with me WDC leadership level</p> <p>Count with me WDC leadership level</p>	<p>Reading Pedagogy, Read with me WDC</p> <p>Count with me WDC school level</p> <p>Skills development form Early Years</p>	
EMBED		<p>HWB; emotional wellbeing</p>	<p>Approaches & Structure to Writing</p> <p>Lfs/Laudato Si RRS</p> <p>Approaches to Outdoor Learning</p>
EVALUATE	<p>Approaches to Outdoor Learning</p> <p>Approaches & structure to Writing</p> <p>Attendance process</p>	<p>HWB; Promoting Positive Relationships & Behavior Review and Processes</p>	
EXTEND	<p>Lfs/Laudato Si RRS</p> <p>Visible Learning - Y2 school level</p>	<p>Approaches & structure to Writing</p> <p>HWB Improving Attendance</p> <p>Lfs/Laudato Si RRS</p> <p>Visible Learning - Y3 school level</p>	<p>Count with me WDC school level</p> <p>Read with me WDC</p> <p>Attendance process</p> <p>HWB; Promoting Positive Relationships & Behavior Review and Processes</p>

			Skills development form Early Years
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Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
<p>Learners: All learners will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives.</p> <p>To improve peer to peer and peer to adult relationships.</p> <p>To ensure clarity and consistency around approaches to positive behaviour</p> <p>To be able to identify the barriers to them in attending school.</p> <p>Improved attendance for the identified learners.</p>	<ul style="list-style-type: none"> Engage in a 6 week consultation with all stakeholders with focus on relationships, promoting positive behaviour and systems. Collate evidence, identify patterns & trends, create an action plan for change, communicate clearly with stakeholders. Engage with mindfulness practise Engage with Kit Bag sessions P7 pupils will be trained to support younger children with emotional regulations To develop an understanding about the importance of attendance through assemblies and how this ensures success in their learning. Learners identified through Joint LLC Improving Attendance project will engage with the Forcefield exercise to help understand barriers to their attendance. 	<p>HWB lead - Claire Dunphy Term 1 consultation followed by Term 2, 3 & 4 strategic change.</p> <p>Stakeholder engagement</p> <p>1x collegiate with trainer 1x collegiate review & reflection PFSW training to P7 pupils PFSW sessions with every class PEF £1000 mindfulness PFSW (PEF) to arrange sessions PFSW to track</p> <p>LLC Supervisor will use tracking systems, processes for communicating with/engaging families. WDC Attendance Communication Resources West Partnership Attendance Tracker</p> <p>PFSW (SPTA)</p>
<p>Practitioners: To give all learners opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge</p>	<ul style="list-style-type: none"> Engage in a 6 week consultation with all stakeholders with focus on relationships, promoting positive behaviour 	<p>HWB lead - Claire Dunphy</p>

<p>to live healthy, happy lives.</p> <p>To improve peer to peer and peer to adult relationships. To ensure clarity and consistency around approaches to positive behaviour</p> <p>Developed understanding of barriers to attendance for identified learners and what supports can be provided.</p>	<p>and systems.</p> <ul style="list-style-type: none"> ● Collate evidence, identify patterns & trends, create an action plan for change, communicate clearly with stakeholders. ● Engage with mindfulness practise & CLPL training ● Engage with Kit Bag sessions ● Using gathered evidence to plan supports and strategies for identified learners. ● Practitioners demonstrating ownership and responsibility in approaches to improving attendance ie how they ensure inclusive practice to welcome, support children's transition to class ● Use attendance tracking data, to evaluate and adapt support strategies. 	<p>PFSW Louise Spence</p> <p>GIRFEC Plans</p> <p>PFSW (SPTA)</p> <p>West Partnership Attendance Tracker</p>
<p>Leaders: Ensure the best possible progression in health and wellbeing for every child.</p> <p>Ensure increased positive relationships, consistent practice around positive behaviour approaches at whole school level.</p> <p>Collaborative cross-sectoral LLC working/ approaches leading to improved outcomes in attendance for young people. Shared working, shared resources, signposting for parents/carers, providing a strengthened model to support children and families to improve attendance.</p>	<ul style="list-style-type: none"> ● Lead 6 week consultation period ● Collate & analyse evidence gathered. ● Use evidence to inform creation of an action plan. ● Share with stakeholders. ● Engage with action plan & evaluate impact across year. ● Leaders will implement a strategic and collaborative LLC approach to improving attendance. ● Develop an LLC process model for Improving Attendance for targeted Interventions. 	<p>HWB lead - Claire Dunphy All stakeholders involved Feedback from stakeholders Monitoring as per collegiate calendar.</p> <p>Joint LLC Improving Attendance QUIP.</p> <p>LLC Attendance data, gathering, profiling, run charts (Clerical Supervisor). West Partnership Attendance Tracker</p>

	<ul style="list-style-type: none"> • Leaders will monitor attendance, ensuring an effective school system for supporting children and families, particularly identified individuals or groups of learners. • Leaders will meet with key personnel across LLC, to share resources, practice, and effective partnership working to improve attendance. • Leaders will contribute to and coordinate processes for review meetings involving partners to support and improve attendance. 	<p>Milestone planner Partnership working</p>
<p>Families/communities: Increased knowledge on how to support positive relationships and behaviour at home and in school.</p> <p>Increased capacity and ownership within improving attendance, including communication with school/centre and participation in activities/supports to improve attendance.</p>	<ul style="list-style-type: none"> • Engage families in consultation • Share changes to processes • Families identified to be part of Joint LLC Improving Attendance project to complete Forcefield exercise to help identify barriers to attendance. • Work in partnership with the school to support, including wellbeing or practical support to improve children's attendance. • Work in partnership with school to access wider support within partnership working. 	<p>questionnaires/feedback forms</p> <p>Education Scotland Self Evaluation Resources (Forcefield)</p> <p>Planned and individualised support measures for identified Families in LLC Joint Project.</p> <p>Access to partnership working Participation in meetings with school or with partners.</p>
<p>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>		
<p><u>Positive relationships and behaviour</u> Pre and post questionnaires Number of incidents reported Evaluation points throughout action plan</p>		

Professional dialogue opportunities

Attendance

School systems and processes for monitoring attendance and latecoming data - taking action when data falls below acceptable levels.

Regular communication to parents about avoidance of term time holidays, or impact of accrued absences.

Process for recording and monitoring data of Joint LLC Improving attendance project.

Monitoring Data:

Process for recording and monitoring data of Joint LLC Improving attendance project.

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

CREATIVITY

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: Interdisciplinary Learning All learners engage in motivating and relevant interdisciplinary activities relating to LfS themes & outdoor learning.</p> <p>Moderation Improved understanding about their learning journey, how to achieve success and know their next steps in learning - assessment capable learners</p> <p>Successful application to assessment tasks-particularly high quality assessments across curriculum</p>	<ul style="list-style-type: none"> Participate in planned learning experiences in LfS and IDL/outdoor learning/play pedagogy/skills based learning/digital learning Participation in quality interactions with teacher, peers, Individual, collaborative participation in assessment tasks, moderation activity, using the language of learning, evaluating their own progress, progress of peers 	<p>Acting PT - Jan Williamson Acting PT - Julie Davie Class teachers PEF £1000 Polytunnel resources PEF £200 Digital Inclusion</p> <p>PEF EST £10,000 Visible Learning Assessments/ activities</p> <p>Learning resources</p> <p>Agreed language of learning, progress, measurement of success, next steps</p>

Understanding and using feedback that promotes successful learning and achievement		
<p>Practitioners: To plan for innovative & creative learning, engage with collaborative planning to provide rich high quality learning experiences</p> <p>Assessment capable teachers, improved capacity for giving, receiving, using feedback to improve learning and achievement</p>	<ul style="list-style-type: none"> Planned stage and cross level planning Sharing of practice through professional dialogue Attend refresh inputs for Interdisciplinary Learning Further engagement in Visible Learning/ IOS (as appropriate), ie digital sessions of VL Engage in school approaches to improving the quality of feedback Engagement in planning of, delivering of high quality assessments (DHT, Assessment /Moderation Coordinator tasks on creation of HQAs) 	<p>HT - Cath Browne DHT Claire Dunphy In Service time Collegiates Acting PT lead. Class teachers</p> <p>Engagement with VL digital on-line sessions Visible Learning mindframes AiFL Samples of High Quality assessments Assessment and Moderation Calendars</p>
<p>Leaders: To ensure practitioners are skilled in planning for IDL</p> <p>To implement Visible learning training and monitor impact progress</p> <p>Review and adapt overview of planned assessment and moderation, supporting LLC working, shared standard and robust professional judgement of cfe levels</p> <p>Strategic planning for collaborative cross-sectoral LLC working/ approaches to moderation in numeracy (P7?); Reading (P?)</p>	<ul style="list-style-type: none"> Lead school evaluation & develop structured approach to outdoor learning. Communicate explicit links between outdoor learning, LfS and Laudato Si. Review school/centre assessment and moderation overviews to include range of assessment approaches, timescales, linked to tracking progress and achievement across the session Leaders will implement a strategic and collaborative LLC approach to moderation. guided also by WDC approach to moderation of numeracy&maths at P7 SPtA LLC approach to moderation within reading 	<p>SLT Collegiates InService</p> <p>Collaborative cross sectoral meetings on moderation: Year 1: Moderation of Numeracy & maths, P7, paired working Year 2:</p>

Families/communities: To be involved in Visible Learning consultations	Complete google forms during consultations	All parents will have opportunity
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		
School systems and processes for moderation, LLC approach to moderation		

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

ATTAINMENT

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Developing a life-long love of reading <ul style="list-style-type: none"> Children will demonstrate that they enjoy sharing stories, reading, engaging with stories/books by themselves or with adults Children at early level will develop strong oral language skills as the foundation of learning to read and write. 	<ul style="list-style-type: none"> Sharing practice and expectation for ensuring literacy rich environments Ensuring shared standards for using provocations to promote curiosity and interest in reading/literacy Sharing practice across early level to promote play pedagogy within literacy Collaborative working /practitioners to ensure seamless transitions 	Literacy Lead - Helen Lodhi Reading & writing collegiates x 2 & Inservice time Developing spaces for learning, creative use of resources that promote interest and love of reading

<ul style="list-style-type: none"> • Children will be able to talk about what they have read ie characters, setting, plot, etc • Children will be able to articulate their developing, or highly developed reading skills with confidence including how to improve further. • All learners will experience learning opportunities through a modelling and meta-cognition approach leading to mastery of reading. 	<ul style="list-style-type: none"> • Sharing practice to promote quality interactions between adults/children, teachers/learners 	<p>Practitioners, teachers, support staff, parents</p>
<p>Practitioners: Promoting children's life-long love of reading</p> <ul style="list-style-type: none"> • Develop a love of reading through consideration of the interactions, experiences and spaces on offer • Developing listening and talking, to support early reading progress • Developing phonological awareness as a key component of early reading development • Provide opportunities to play with sounds and patterns of language • Support children to make connections between sounds they hear and print in their environment • Building concepts of print, how and why print is used, creating print rich environments, that help children make connections with print • Practitioners in ELC will develop knowledge and understanding of how to develop skills for reading through pedagogy on the five components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) 	<ul style="list-style-type: none"> • Trio approach: EY /Primary Staff at early level, engage in Education Scotland 'Learning to read programme'. • Leading change through enquiry • Sharing Learning Event • EY lead ELCO/ or EEL engage in Programme/On-line, then ensure collaborative dialogue/sharing learning within trio • Wed 29th Oct - Intro & self evaluation • Wed 19th Nov - Building a literacy rich environment • Wed 10th Dec - Developing skills for reading • Wed 14th Jan - Building independent and engaged readers • Wed 4th Feb - Planning your enquiry project • Wed 4th March - Enquiry Project Check in • Wed 29th April - Sharing the Learning Event 	<p>Trios and collaborative working across three groups</p> <p>DF & RJ Leads for WDC, liaising with Ed Scotland</p> <p>1 Dalmuir ELCC (Lead ELCO Dalmuir ELCC, P1 CT St Stephen's PS, P1CT OHR)</p> <p>2 OLOL PS & ELCC (EEL OLOL, P1 CT OLOL, P1 CT St Eunan's PS & ELCC)</p> <p>3 St Mary's PS & ELCC (Lead ELCO St Mary's, P1 CT St Mary's, P1 CT St Joseph's PS)</p> <p>DF ESO to meet with Lead ELCO/ EEL after each session, re cascading the learning within the ELCC</p> <p>DF/RJ sharing learning with LLC</p> <p>Dates tbc for Lead ELCO or EEL in each setting to share learning with P1CTs from each PS</p>

<p>Improving pedagogical strategies and practice to improve reading comprehension</p> <ul style="list-style-type: none"> ● Practitioners will demonstrate increased skill in using specific pedagogical strategies e.g., mastery/metacognition and phonics-based instruction and vocabulary building to support reading instruction. They will also report increased confidence in applying these strategies. ● Practitioners will be able to create and deliver structured reading lessons that incorporate agreed pedagogical strategies e.g. explicit phonics instruction, vocabulary development, guided reading, and comprehension checks. ● Practitioners will demonstrate increased skill and report greater confidence in using assessments in reading and by Year 2, improved use of high quality assessment approaches in reading. <p>Improving strategies and practice to meet learning needs, within reading</p> <p>Promote cross-sectoral collaborative approaches to teaching reading at early and second level at key transition stages</p>	<ul style="list-style-type: none"> ● Engagement in planned professional learning ● Participate in self-evaluation for improvement questionnaire, identifying strengths and learning needs within teaching phonics ● Engage in professional learning in phonics ● Vocabulary development (Word Aware across the school) ● Engage in professional learning on mastery/metacognition. ● Lead learners, supporting, enhancing practice in reading pedagogy, within each school (or as a shared LLC event, practitioners could create, film, share practice <ul style="list-style-type: none"> ● Collaborative planning of reading learning experience, that employs approaches to meeting the differing needs within learning experiences P7, S1 CTs ● Share practice in employing adaptive teaching delivering reading lessons P7, S1 CTs ● Engage in area of focused attention within second level reading ● Moderation, shared assessment of reading skills, 	<p>Shared LLC questionnaire, google form Inservice Day Wed 13th August, 1.00-3.00pm, A McFarlane</p> <p>Caroline McG to link with CMcG & Ellen Moran re Word Aware training.</p> <p>DHTs meet 4th Sept (OHR), plan CLPL - High quality reading experience for EL, FL, SL</p> <p>DHTs, metacognition, collaboratively with ed psych, 11th and 25th September</p> <p>DHTs to lead CLPL session in own school by the end of November 2025.</p> <p>DHTs to lead shared LLC collegiate - 4th March 2026 (tbc).</p> <p>DHTs to lead evaluative/planning session - 7th May 2026 (9.00 - 10.30).</p> <p>Modelling practice through face to face, recorded, shared delivery in school</p> <p>P7 and S1 teaching staff, transition activities</p> <p>Area of focused attention (reading), implement in own setting or link with colleagues cross LLC</p> <p>DHTs ensuring implementation of reading assessments, evaluating impact</p>
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<p>Leaders: Improve and sustain a successful reading curriculum</p> <ul style="list-style-type: none"> • Leaders will implement a strategic approach to promote reading for enjoyment by establishing consistent, school wide "Reading for Enjoyment" approaches that include dedicated time for independent reading, regular book talks/recommendations, and access to a diverse and engaging collection of reading materials. • Leaders will establish clear expectations for the learning, teaching, and assessment of reading, and provide a structured professional learning programme that includes targeted coaching and collaborative planning to support practitioners in meeting those expectations. • Leaders will ensure that effective use of assessment, attainment and securing progress data will be used effectively to raise attainment, secure progress and narrow the poverty related attainment gap. 	<ul style="list-style-type: none"> • Create a shared overview of texts • Establish quality reading materials in all settings, ensuring opportunity for focus on high quality, engagement in reading • Seek the views of children on texts, choice etc, gathering qualitative data to inform improvement (staff, pupil, parent questionnaires) • Ensure a shared standard and expectation for a planned and delivered 'reading lesson' at early, first and second level • Ensure the use of higher order questioning • Review, adapt and implement RWM -WDC • Review and create shared LLC reading assessments at early, first and second level • Promote the use of high quality assessments in reading, ensuring application of reading skills • Leaders (DHTs) moderate assessments, ensuring inclusion of benchmarks leading to robust professional judgement of cfe levels • With colleagues (SLT) engage in area of focused attention within key stages eg P1, P4, P7, taking a deep dive to improve attainment • Across LLC, (SLT) share processes on how we track progress, achievement and attainment in reading, with heightened focus at key transition stages of EY/P1 and P7/S1 • Share approaches to moderation of ACEL, Baseline data in reading at key points ie Interim submission dates, Baseline submission dates 	<p>Sharing overviews of quality reading materials, reading resources, play materials that promote early engagement with stories, books, characters etc</p> <p>Share practice, collective approaches to gathering qualitative data- questionnaires etc</p> <p>Video, film clip resources, CTs/DHTs modelling best practice in quality 'teaching reading' experiences</p> <p>play pedagogy that supports reading skills</p> <p>Key personnel to support planning materials: dhts, CC, Ed Psych?</p> <p>WDC approaches to area of focused attention, Improvement framework</p> <p>Baselines, BGE, Class teacher trackers</p>
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Families/communities: Approaches to connecting with families on literacy <ul style="list-style-type: none"> Supporting families, key adults improving early literacy/reading at home. 	<ul style="list-style-type: none"> Share practice on approaches to parental engagement and family learning in reading/literacy Share professional learning around PEEP sessions, Stay and Play, curriculum focus weeks/sessions in reading 	Shared resources/ Overviews on approaches to improve reading In-person events Pack Flyers
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>Pre/post questionnaires for learners - approaches to learning to read - increase in confidence/capacity within reading early to second level.</p> <p>Pre/post questionnaires for practitioners - approaches to learning and teaching in reading - increase in confidence/capacity within early to second level.</p> <p>Pre/post questionnaires for families - approaches to supporting reading - increase in confidence in how to support and promote reading at home.</p> <p>Pre/post evaluation of phonics based instruction (teachers).</p> <p>Monitoring visits/direct observation:</p> <p>Improved learning and teaching in reading evaluated through learning visits/walkthroughs as per own establishment arrangements.</p> <p>Improved learning and teaching approaches to early literacy through observation of spaces for learning, experiences and interactions within the playroom.</p> <p>Monitoring Data:</p> <p>Data to support the measuring of progress:</p> <ul style="list-style-type: none"> LLC ACCEL data for reading School ACCEL data for reading Literacy baselines 		

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

EMPLOYABILITY

Outcomes	Actions	Resource
<i>Learners, Practitioners, Leaders,</i>		

<i>Parents/Families/Communities</i>		
<p>Learners: Pre school children developing understanding and use of language around key competencies: collaboration, communication and creativity</p> <p>Learners Children at second level (P7) developing understanding and use of language around the meta-skills, that will be further developed in secondary school</p>	<p><u>Early Years to P1 (Pre-school children)</u></p> <ul style="list-style-type: none"> Transition experiences that enable opportunities for talking about, learning, reflecting on sub skills associated with the WDC competencies: collaboration, communication and creativity <p><u>Second Level to S1 (P7 children)</u></p> <ul style="list-style-type: none"> Transition experiences that enable opportunities for being introduced to, talking about, learning, reflecting on sub skills associated with the meta-skills 	<p>Transition activities, resources, staffing (EY/School) Meta-skills, 6WDC Competencies</p> <p>Transition activities, resources, staffing (PS/Secondary school) 6WDC Competencies, meta-skills</p>
<p>Practitioners: EY/P1 A shared understanding of children's acquisition of meta skills within communication/collaboration and how the WDC competencies of collaboration, communication can build on this.</p> <p>P7/S1</p>	<p><u>Early Years to P1 (Pre-school children)</u></p> <ul style="list-style-type: none"> Collaborative planning of transition experiences, between early years /primary school staff- using x 3 of the competencies: communication, collaboration and creativity introducing early level sub skills focus for transition visits and for learning across early level. Shared cross sectoral working/delivery of learning experiences at transition events <p><u>Second Level to S1 (P7 children)</u></p>	<p>Transition planning documentation</p> <p>Cross-sectoral working (including planning and delivery of learning) across early level and across second level-focused work in each setting.</p> <p>Transition visits - Primary Schools with associated ELCCs</p>

A shared understanding of children's acquisition of Competencies/skills within communication/collaboration and how the meta-skills to be used in secondary school can build on this.	<ul style="list-style-type: none"> • Collaborative planning between primary school staff at second level / Secondary school staff eg English/Maths (or another curricular focus area)- introducing and making connection with the meta skills associated with communication and collaboration • Shared cross sectoral working/delivery of learning experiences at transition events 	Planned opportunities for collaborative planning within reading S1 and P7CTs, shared delivery, adaptive teaching-across session
Leaders: LLC approach to delivering high quality skills focus across transition	<ul style="list-style-type: none"> • Strategic planning for transition experiences for the new session and what will this look like in terms of shared planning; shared delivery; visits; curricular focus etc 	Transition calendar that focuses on outcomes for learners, practitioners, leaders and families -
Families/communities: LLC approach to sharing learning with parents/carers	<ul style="list-style-type: none"> • Sharing learning on employability skills, competencies, meta skills-transition focus areas digitally or through other channels of communication 	Sharing platforms or events
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		
Evaluation of transition work and engagement of learners in skills development Things to think about Working with colleagues across sectors early years to P1 to plan transition experiences in 6WDCs, Working with colleagues across sectors primary to S1 to plan transition experiences using the meta skills		

