



Saint Ronan's Primary School
Improvement Plan
2024 – 2027
(Session 2025 - 2026 Year 2)

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	Leadership Engage with Come Read with me in WDC. One-ery approaches Come count with me in WDC. Forest School Forest Kindergarten Assessment Capable learners Visible Learning	Assessment Capable learners Visible Learning Come Read with me in WDC. (Staff) Forestry Award Approaches to attendance Transitions: LLC	
EMBED	RRS Silver Award Milestone Planning for SIP PEF: Cost of School day PEF: Small Group Interventions PEF: Working with partners. CIRCLE	PEF: Cost of School Day PEF: Small Group Interventions PEF: Working with partners. Come count with me in WDC. PBL – 6 WDCs	Come Read with me in WDC. (Staff)
EVALUATE	Spelling Approaches Self-Evaluation (Year 3)	One-ery approaches (new staff member) Self-Evaluation (Year 1)	Self-Evaluation (Year 2)
EXTEND	6 WDCs – PBL approaches Coaching Conversations – planned approaches. Languages 1+2 (Language 2)		Come Count with me in WDC.

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

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
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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 are active participants who are fully engaged, resilient and highly motivated in their learning.</p> <p>Learners are listened to and involved in leading their own learning.</p> <p>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>Children and young people engaging with UNCRC curriculum in HWB programmes to increase knowledge of their rights (Article 42 - knowledge of rights)</p> <p>Learners are empowered to have their voice respected and to be taken seriously (Article 12 - respecting children's views). - policy and actions</p>	<p>Implement CIRCLES (Year 4)</p> <p>Seek the views and voice of children and young people in setting ambitious and achievable targets ensuring they are involved in decisions that affect them (as per UNCRC Article12)</p> <p>Review HWB curriculum.</p> <p>Implement revised HWB planners and progression pathways.</p> <p>Develop opportunities to develop literacy and numeracy skills through the HWB curriculum.</p>	<p>Inset day 1</p> <p>Collegiate Session (3)</p> <p>Support planning time.</p> <p>HWB Lead / UNCRC Lead: HT / F. MacEachan</p>

<p>Practitioners: Have a knowledge of GIRFEC refresh and how to use this to support planning for children/young people.</p> <p>Skilled in using CIRCLE to promote robust inclusive practices.</p> <p>Have confidence in planning progressive high quality learning, teaching and assessment of HWB.</p> <p>Informed teachers, inclusive and supportive, using nurturing approaches and inclusive environments to support pupils with emotional, learning or behavioural needs.</p> <p>Knowledgeable in UNCRC CLPL and its legal implications.</p> <p>Confident in the use of rights based approaches to teaching and learning.</p>	<p>Engage in CLPL professional learning on CIRCLES Framework (Year 4)</p> <p>Collaborative working with parents and partner services.</p> <p>Review HWB curriculum and associated resources.</p> <p>Implement revised HWB planners and progression pathways.</p> <p>All staff to engage with the UNCRC ILearn module.</p>	<p>CIRCLES Champion</p> <p>Collegiate Sessions (3)</p> <p>Planning time for teachers and pupils.</p> <p>UNCRC ILEARN module for Education staff – click here. Approximately 45 minutes</p>
<p>Leaders: Have a knowledge of GIRFEC refresh.</p> <p>Skilled in developing approaches to inclusion that enables all learners to be fully engaged.</p> <p>Ensure the best possible progression in health and wellbeing for every child and young person.</p> <p>Clear Planning, Tracking and monitoring approaches for HWB being used to raise attainment and tackle the poverty related attainment gap.</p> <p>Clearly communicated expectations for the HWB and the incorporation of UNCRC.</p>	<p>Implement GIRFEC refresh</p> <p>Embed Inclusive Practices via the Framework in the yearly overview calendar.</p> <p>Review GIRFEC planning process - CIRCLE resources integral.</p> <p>Progression pathways used to track and monitor HWB – update Campus Tracking Toolkit.</p> <p>Establish a UNCRC Ambassador and pupil group.</p> <p>Rights Respecting Schools Gold Award</p> <p>Update staff on “The Promise”</p>	<p>ASN Coordinators Forum.</p> <p>Collegiate (3)</p> <p>HWB lead</p> <p>CIRCLE Champion</p> <p>UNCRC Ambassador time: F MacEachan</p> <p>UNCRC pupil group</p> <p>Eco /Laudato Si Group</p>

<p>Families/communities: Are actively involved in setting targets for their child and are knowledgeable about CIRCLE strategies.</p> <p>Increased knowledge on how to support health and wellbeing at home.</p> <p>Informed and knowledgeable about the RSHP curriculum. GOLD AWARD</p> <p>Increase knowledge of Children's Rights in parents and strengthen rights based conversations at home.</p>	<p>CIRCLE Strategies Shared between school and home, support TATC discussions, informs shared next steps</p> <p>Increased knowledge on how to support health and wellbeing at home.</p> <p>Informed and knowledgeable about the RSHP curriculum.</p> <p>Signposting to UNCRC website and social media.</p> <p>Family learning opportunities.</p>	<p>TATC and planning meetings.</p> <p>Family learning Opportunities – biannual.</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</p>		
<p>Monitoring visits/direct observation: All Learning observations and walkthroughs evidence the use of inclusive strategies and language.</p> <p>Seeking views: Evaluation of the collegiate sessions to support the professional development of the Champions, staff and positive outcomes achieved for children. Show increased engagement of identified learners by increased motivation and effort resulting in increased attendance by 5 % and increased attainment at key stages .</p> <p>Google Forms: Pupils, parents and staff.</p> <p>HWB Survey pupil voice</p> <p>Area of focused attention – November 2025 and March 2026</p> <p>RRS Gold Award</p> <p>Monitoring Data: Increased number of children making progress - measured against targets set for one year's progress for one year's input. 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 shared with parents. Increase attendance by 5%.</p>		

Priority 2: 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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: 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>Visible Learning Year 3</p> <p>Learners will participate in Young Leaders of Learning Programme.</p> <p>All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship.</p> <p>Learners are involved in leading their own learning and can reflect on the skills they are developing.</p> <p>All learners will experience interactions, learning experiences and spaces that are enabling, nurturing that puts them at the centre of their own learning</p>	<p>Define what makes an 'excellent learner' / 'assessment capable learner' in reading.</p> <p>Develop a shared language of learning across the school.</p> <p>Implement strategies to collect data to inform teaching practice.</p> <p>Identify and share practice across the school about what makes a good teacher.</p> <p>Create YLOL Action Plan with Renton Primary.</p> <p>Implement Project-based learning PBL at Early, First and Second Level.</p> <p>Implement Year 3 CIRCLE</p>	<p>VLAT: Inset day 2</p> <p>Visible Learning: collegiates x 6</p> <p>PEF £1500</p> <p>YLOL Action Plan</p> <p>Inset Day 3</p> <p>Single Steps WDC Training</p> <p>Karen Lafferty PTEY / Fiona MacEachan P1/2 CT.</p> <p>Collegiate time: 5 Hours</p> <p>PEF £ 1 600 (OSIRIS)</p>

<p>Practitioners: Knowledgeable practitioners, improving practice in numeracy.</p> <p>Have knowledge and skills in: LI; SC; Using learning progressions; understanding and using performance results; moderation; the Learning process; questioning and discussion; Meta-cognition; Moderation; Feedback; Seeking, receiving and acting on feedback</p> <p>Improved capacity for planning high quality assessments in literacy - ensuring improved understanding of children's application of skills in new/unfamiliar contexts.</p> <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.</p> <p>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.</p> <p>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)</p>	<p>Engage in CLPL Visible Learning and Assessment and Moderation.</p> <p>Engage with Visible Learning.</p> <p>Introduce staff coaching to support and challenge practitioners</p> <p>Engage in CLPL - integrating the West Dunbartonshire 6 Competencies into teaching, learning and assessment</p> <p>Implement Play Strategy</p> <p>Engage in collaborative planning across early level within Campus.</p> <p>Update current IDL planning formats – use of “Deep learning Tools for Engagement. “</p>	<p>Data coach</p> <p>A and M Lead</p> <p>VL Impact Coach</p> <p>Collegiates x 8 learning sessions (aligned to visible learning workstream)</p> <p>x 2 collegiate sessions Assessment and Moderation.</p> <p>Professional Learning: Workshops, seminars, online courses time 12 Hours</p> <p>Inset day 3</p> <p>Collegiates x 3</p>
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<p>Leaders: Can articulate what quality Play based learning/ One-ery approach looks like across Early and first Level.</p> <p>Knowledgeable about the key features of high quality, empowering learning environments.</p> <p>Confident in developing a curriculum with high quality play based pedagogy and teaching which will overcome any poverty related attainment gap and promote aspirational outcomes for all pupils.</p> <p>Clearly communicated strategy and calendar for assessment and moderation.</p> <p>Clear Planning, Tracking and monitoring approaches being used to raise attainment and tackle the poverty related attainment gap.</p>	<p>Embed year 2 and engage with Year 3 Assessment and Moderation Strategy.</p> <p>Development of clear standards of performance linked to language of VL.</p> <p>Introduce Walkthroughs and observations with specific feedback about teaching and learning.</p> <p>Implement project-based learning (PBL) aligned with the competencies and Deep learning Tools for Engagement.</p> <p>Develop play strategy.</p> <p>Review and refresh cyclical process of responsive and intentional planning - include observations, interpretation and documentation of learning.</p>	<p>Professional Learning Communities (PLCs)</p> <p>Collegiates x 6 learning sessions (aligned to visible learning workstream)</p> <p>X 2 collegiate sessions Assessment and Moderation.</p> <p>Professional Learning: Workshops, seminars, online courses time 12 Hours</p> <p>Inset day 2</p> <p>PEF £ 1600</p> <p>Impact Coach: F. MacEachan</p>
<p>Families/communities: Are actively involved in using the language of learning and skills at home.</p> <p>Knowledgeable about the progress their child is making and what one year's progress looks like for their child.</p> <p>Knowledge of the 6WDCs with a focus on communication and collaboration across the curriculum.</p>	<p>Language of learning and skills shared between school and home.</p> <p>Clearly defined and communicated measures of progress. Deliver workshops and resources on effective communication.</p> <p>Organise community events and projects that promote collaboration among families.</p>	<p>Transition Events (ELCC – P1)</p> <p>Competencies Workshop</p> <p>Family Learning Opportunities.</p>

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline

Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) -

USE VL feedback and walkthrough docs to support.

Monitoring Data: Attainment in reading as measured through our RAIL meetings shows an increase in 0.4 effect size.

Seeking views: Through focus groups and 'walkthroughs' children are able to articulate that they are an assessment capable learner.

Monitoring visits/direct observation:

Evaluate quality of delivery and impact of PBL and LfS and WDC Competencies in all classes by March 2025.

Mid-Implementation Feedback: Google Forms midway through the implementation to monitor progress and address challenges.

Final Impact Evaluation: Google Forms post-implementation to compare initial and final data, assessing the effectiveness of the progression framework in embedding the six competencies. - Target to develop more confident pupils who are articulate in their learning.

Monitoring visits/direct observation: :

Evaluate quality of delivery of play - what will this tell you? Is this reflected in attainment?

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

ATTAINMENT

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
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
<p>Learners: All learners experience opportunities that allow them to become confident and literate, building their skills in a variety of contexts.</p> <p>All learners will have increased confidence in articulating their thinking through all areas of the literacy curriculum.</p> <p>Learners will benefit from intelligence led action planning to tailor learning outcomes to specifically target attainment gaps for specific individuals, groups and cohorts.</p> <p>Learners: Early Level Transition: LLC 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 English Benchmarks related to decoding and encoding.</p> <p>Second Level Transition: 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>Implement 'Come Read With Me in WDC'</p> <p>Implement updated BGE Tracking Tool.</p> <p>Engage with Visible learning year 3</p> <p>Engage with Assessment and Moderation Strategy year 3</p> <p>Apply knowledge and skills within numeracy and maths within relevant and meaningful contexts to deepen understanding</p>	<p>Recommended resources for Come Read With Me</p> <p>Data Lead time</p> <p>PEF £ 20 000 (0.4 FTE)</p> <p>Assessment and Moderation lead time</p>

<p>Practitioners: Confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies.</p> <p>Skilled in assessing gaps in reading leading to more robust planning.</p> <p>Have knowledge of how to plan opportunities for learners to build metacognition skills, explore the structure of reading and gain and apply a range of strategies that build flexible and agile minds.</p> <p>Will have improved data interpretation skills from support given as part of the Data Literacy Action Plans</p> <p>Practitioners:</p> <p>Early Level Transition: 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>Second Level Transition: 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>Confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies.</p> <p>Skilled in delivering high-quality reciprocal reading lessons and an integrated literacy approach.</p> <p>Skilled in assessing gaps in reading leading to more robust planning.</p> <p>Have knowledge of how to plan opportunities for learners to build metacognition skills, explore the structure of reading and gain and apply a range of strategies that build flexible and agile minds.</p> <p>Use the EPR dataset to interpret data over time and determine attainment gaps for individual cohorts.</p> <p>Participate in oral and play based activities which promote phonological awareness</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 practitioner.</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>Inset day 4</p> <p>Time/cover for teachers to attend 'Inset' sessions (TBC)</p> <p>Recommended resources for Read with Me approach.</p> <p>Time for updated approaches to assessment</p> <p>Collegiate x 2</p> <p>Professional Reading resource - The Art & 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 & Moderation Leads</p> <p>Time allocation to develop second level/third level HQAs</p>
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<p>Leaders: Skilled in developing a successful literacy and English curriculum.</p> <p>Clearly communicated expectations for the learning, teaching and assessment of reading, writing and listening and talking that raises attainment and narrows the poverty related attainment gap.</p> <p>Data Leads will demonstrate an increased confidence and expertise in the use of data to plan improvement for specific individuals, groups and cohorts.</p> <p>Skilled in articulating one year's progress for one year's input and how data is being used to plan learning.</p> <p>Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions.</p> <p>Early Level Transition: 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>Second Level Transition: Clear understanding of 4 different types of assessment evidence, ensuring a rigorous approach to gathering assessment evidence</p>	<p>Review literacy curriculum.</p> <p>Refresh literacy and English planning process.</p> <p>Embed literacy and English professional development in collegiate and quality assurance calendar.</p> <p>Revisit assessment calendar.</p> <p>Implement Data Literacy Action Plan.</p> <p>Embed Area of Focussed Attention approach in line with tracking and monitoring calendar.</p> <p>Update Establishment Data Pack.</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>Professional Learning and twilight sessions for reading champion training.</p> <p>Recommended resources for Read with me approach.</p> <p>Data Leads time</p> <p>Learning visits/observations/walkthroughs.</p> <p>Literacy leads</p> <p>Collegiate Calendar - Inset days</p> <p>Curriculum Support Network</p>
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<p>Families/communities: Partnership (families) increasing knowledge on how to support reading at home.</p> <p>Early Level Transition: Increased knowledge on how to support reading at home.</p> <p>Second Level Transition: Clearer understanding of <i>what</i> their child can do 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>Communicate revised strategy through website and share on social media platforms. Include links to family learning materials Campus@WDC.</p> <p>Sharing of learning and progress during parents' evening</p>	<p>1 x family learning/open afternoon focused on reading.</p> <p>Family Learning Opportunities:</p> <ul style="list-style-type: none"> - PEEP Sessions - Bookbug - Book Week Scotland <p>Range of assessment evidence shared with parents</p>
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Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline

Monitoring visits/direct observation: Almost all staff are delivering high quality literacy by December 2025.

Monitoring Data: Maintain high levels of attainment in all aspects.

The seven pupils not on track in numeracy in P3, P4, P5, P6 and P7 will benefit from focused intervention.
50% of these pupils will achieve in June 2025.

The twelve pupils not on track in literacy in P3, P4, P5, P6 and P7 will benefit from focused intervention.

50% of these pupils will achieve in June 2025.

Attainment in reading at P5 - + 5%
Attainment in writing at P3 - + 10%
Attainment in Listening and Talking at P3 - + 10%
Attainment in Listening and Talking in P4 +5 %
Attainment in reading at P6 + 5%
Target for attainment/attendance? + 5%
RAIL meetings – Sept / Oct / Jan/ March / June

Area of focused attention approaches:
Numeracy – October 2025
Writing – November 2025
Reading – February 2026
HWB – November 2025 and March 2026

Seeking views: Google form, staff, on CPA principles, (before/after knowledge, awareness, and impact) shows increased confidence by all staff.

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

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

EMPLOYABILITY

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
<p>Learners: All learners will be aware of their attendance and late-coming information at key points throughout the year and how to take steps to improve this.</p> <p>All learners will be supported to maintain/improve attendance that will allow them to become effective contributors to the life of the school community and beyond.</p> <p>Focused groups of learners will benefit from working with external partners with a focus on 6WDCs.</p>	<p>Implement attendance monitoring calendar.</p> <p>Implement Circle assessment of classroom environment.</p> <p>Develop interventions to improve attendance for identified groups or individuals.</p> <p>Engage in interventions to improve communication and collaboration for identified groups of pupils.</p>	<p>LA Support</p> <p>1:1 pastoral support</p> <p>Operation Outdoors (PEF)</p>
<p>Practitioners: Practitioners will be fully familiar with the refreshed attendance policy and national guidance which underpins this</p> <p>Practitioners will be confident in planning engaging, well-paced and challenging/supportive learning experiences which will involve a variety of approaches resulting in their classroom being a safe, exciting and engaging space for all learners</p> <p>Practitioners will be aware of the plans around attendance and late coming for specific learners and will support the strategies agreed.</p>	<p>Refresh of expectations of roles supporting attendance and engagement.</p> <p>Engage in development and review of pupil plans/shared strategies that will promote good attendance.</p>	<p>Planning and preparation time</p> <p>Collegiate /departmental meetings</p>

<p>Leaders: Develop learners who can confidently engage with attendance protocols, articulate any barriers to this and engage with supports</p> <p>Skilled in implementing attendance protocols through a rigorous, cyclical monitoring and self-evaluation</p> <p>Develop learners who can confidently engage with external partners.</p>	<p>Carry out a deep dive into particular cohorts as per Calendar Overview.</p> <p>Facilitate engagement with professional learning sessions to promote national initiatives e.g. Consistent Coding (report pending) and use of the <u>FVWL self-evaluation toolkit</u></p> <p>Promote and display attendance visuals at key whole school events. Facilitate partnership working with LLC.</p> <p>Skills of WDC/Metacognition Skills for P6 and P7 to link with OLSP. Digital Profiling for P6 and P7 - My World of World Early Years - digital format for 6WDC</p>	<p>ES Attainment advisor</p> <p>LA Support</p> <p>My World of Work Digital Profiling .</p>
<p>Families/communities: Parents of learners with an attendance of below 90% will be aware of the attendance policy and its various steps for parental contacts, improvement and support</p> <p>Suite of visuals and attendance data will underpin a local maximising attendance campaign</p> <p>Engagement with Wellbeing / ND hub</p> <p>Engagement with external partners.</p>	<p>Promotion of attendance visuals/campaigns as shared by communications team</p> <p>Central access to a myriad of supports including mindfulness, sleep support, bereavement, positive wellbeing</p>	<p>Family Learning Opportunities</p>

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline -

Monitoring visits/direct observation:

Evaluate quality of embedding evidence-based approaches to inclusion. (CIRCLE)

Monitoring Data:

Individual school attendance overview shows an increase in 5%

Late coming – decrease in number of pupils being late by 10%.

Priority 5: Other

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: Learners participate in daily routines in Language 2 (L2) consistently from P1 to P7</p> <p>Learners experience meaningful, well-planned activities designed to extend knowledge of language</p> <p>Learners transfer literacy skills between mother tongue and L2.</p> <p>Learners develop listening, speaking, and cultural understanding skills.</p> <p>Learners engage in structured language learning for L3</p> <p>Learners are able to articulate the value of learning another language</p> <p>All learners experience opportunities that allow them to develop an understanding of sustainability principles and practices.</p> <p>All learners will have increased confidence in articulating how they are developing their skills through contributing to the life of the school and wider community.</p> <p>All learners engage in motivating and relevant interdisciplinary activities relating to LfS themes.</p>	<p>Implement WDC Languages 1 + 2 Strategy Plan and implement structured language programmes for L3 from P5 onwards.</p> <p>All pupils access Forest Schools</p> <p>Engage with WDC LfS strategy</p> <p>Children will select membership of Languages 1+2 focus group.</p> <p>Children will select membership of Outdoor Learning focus group.</p> <p>Forestry Award</p> <p>Skills of WDC / Metacognition Skills for P6 and P7 to link with OLSP.</p> <p>Digital Profiling for P6 and P7 - My World of World Early Years - digital format for 6WDC</p>	<p>Languages 1 + 2 co-ordinator (Marie Mc Ewan) Resources £250 Collegiate time</p> <p>Forest school training/leader (Charles McVey)</p> <p>Outdoor learning resources £500 (PEF)</p>

<p>All learners experience outdoor learning which is regular, planned and curriculum led.</p> <p>Learners can talk about the links between their LfS achievements and the development of skills for learning, life and work (WDC Competencies).</p>		
<p>Practitioners:</p> <p>Practitioners will lead self-evaluation Year 3 cycle in school.</p> <p>Practitioners will demonstrate confidence in planning engaging, well-paced, and suitably challenging learning experiences for modern languages.</p> <p>Confident in modelling L2 use and provide regular practice opportunities.</p> <p>Confident in the structured language learning programs to introduce and develop proficiency in an additional language (L3) from P5 onwards</p> <p>Skilled in using LfS learning to promote skills for learning, life and work (WDC 6Cs).</p> <p>Confident in planning outdoor learning to promote positive relationships?</p> <p>Confident in developing and implementing Project-Based Learning, engaging in interdisciplinary and outdoor activities that focus on LfS.</p>	<p>HGIOS Self Evaluation Year 3</p>	<p>Collegiate sessions</p>

<p>Leaders: Leaders will facilitate the coaching conversations which will be equitable to the needs of the staff / service.</p> <p>Establish whole school expectations regarding routines and events, planning, and frequency of language input.</p> <p>Skilled in developing a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships.</p> <p>Confident in establishing a whole school approach to sustainability within the school.</p> <p>Identify what works and highlight further opportunities to meet every learners' entitlement to LfS.</p> <p>Encourage reflection around professional values, practice and professional learning on LfS.</p> <p>Stimulate creative thinking about school buildings and grounds supporting learning and teaching.</p> <p>Provide a coherent framework for partnership working in relation to LfS.</p>	<p>Establish whole school expectations regarding routines and events, planning and frequency of language input</p> <p>Establish expectations regarding use of WDC Framework and Benchmarks to support planning, assessment and moderation</p> <p>Evaluate current LfS practices.</p> <p>Develop outdoor learning spaces.</p>	
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<p>Families/communities:</p> <p>Our school understands and plays a significant role in the life of the community, resulting in an improved community spirit. Foster a community-wide understanding of and participation in sustainability practices.</p> <p>Encourage collaborative sustainability projects and initiatives that include diverse community members and partners.</p>	<p>Community and partnership events Collaborative projects – Bonhill Community Garden</p> <p>Provide opportunities for parents to engage with school initiatives and decision-making, fostering collaboration and citizenship within the community.</p>	
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Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline -

Monitoring visits/direct observation:

Evaluate quality of delivery of PBL and LfS and Competencies in all classes by March 2024.

Seeking views:

Google Forms to gather data on staff, learners' and parents' understanding of the six competencies.
(before/after knowledge, awareness, impact)

Monitoring visits/direct observation:

Evaluate quality of delivery of 1+2 Languages in all classes by December 2025. –

Learning walks – displays support language learning

- Lesson Observations & Planning conversations
- Classroom teachers and support staff conducting
- daily routines in L2

Monitoring Data:

Complete Yearly WDC 1+2 Languages Survey

Seeking views:

Design and complete evaluation activities to
involve parents and learners relating to L2 and L3

Self-evaluation:

[Education Scotland Whole school and community approach to learning for sustainability \(LfS\)](#)

[Self-evaluation and improvement framework](#)

HGIOS 4:

Year 3 Cycle of evaluation: 1.3, 2.3, 3.1, 3.2, 1.5, 2.7, 2.2, 3.3