# Improvement Plan

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

# 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<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 |
| **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.<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 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 | YEAR 2 | YEAR 3 |
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| **ENGAGE** | Creative pedagogy – outdoor/ IDL/<br>Talk for Writing – functional<br>Read with Me<br>6 WDCs – mapping and IDL site<br>Count with Me<br>FHEP – TBC (year 1) | Word Aware P2-7<br>Read with Me in WDC<br>6 WDCs<br>6 WDCs – mapping and IDL site<br>Nurturing Principles (staff dependent)<br>FHEP – Year 2 Metacognition<br>Come Read with me | Read with Me in WDC |
| **EMBED** | Talk for Writing – imaginative<br>Creative pedagogy<br>Word Aware P1<br>FHEP – Questioning<br>UNCRC - | Talk for Writing – both<br>UNCRC<br>Count with Me<br>FHEP – TBC (Year 1 Questioning) | 6 WDCs<br>Nurturing Principles (staff dependent) |
| **EVALUATE** | Inclusive practices<br>HWB Curriculum<br>Creative pedagogy - play | CIRCLES<br>Curriculum refresh<br>Talk for Writing – imaginative<br>Creative pedagogy<br>Count with Me  - moderation | Talk for Writing – both<br>Creative pedagogy – Outdoor / IDL<br>FHEP – Focus from year 1 |
| **EXTEND** | CIRCLES - year 3 | Inclusive practices<br>Creative pedagogy – outdoor / IDL | CIRCLES<br>Count with Me in WDC<br>UNCRC –pupil  empowerment / efficacy<br>FHEP – Questioning |

**Learners**          **Practitioners**          **Leaders**

**Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community**
<mark>WELLBEING</mark>

| 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<br>Improvement in children and young people's health and wellbeing |
|---|---|
| NIF SHORT TERM PRIORITIES the ABC's | **BEHAVIOUR AND RELATIONSHIPS** |
| NIF OUTCOMES (REPLACE DRIVERS) | Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach.<br><br>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. |

| Inclusion | | |
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| **Outcomes**<br>*Learners, Practitioners, Leaders, Parents/Families/Communities* | **Actions**<br>**This should be <span style="color:red">action focused language</span>** | **Resource**<br>**<span style="color:red">This should be human/time /budget</span>** |
| **Learners**<br>To be able to identify the barriers to them in attending school.<br><br>Improved attendance for identified learners. | Learners identified through Joint LLC Improving Attendance project will engage with the Forcefield exercise to help understand barriers to their attendance. | LLC Supervisor will use tracking systems, processes for communicating with/engaging families. |

| | To understand and recognise the importance of attendance and how this ensures success in their learning. | WDC Attendance Communication Resources

West Partnership Attendance Tracker

PFSW (SPTA) |
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| **Practitioners**:

Developed understanding of barriers to attendance for identified learners and what supports can be provided. | 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. | GIRFEC Plans

PFSW (SPTA)

West Partnership Attendance Tracker |
| **Leaders**

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. | Leaders will implement a strategic and collaborative LLC approach to improving attendance.
Develop an LLC process model for Improving Attendance for targeted Interventions.

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. | Joint LLC Improving Attendance QUIP.

LLC Attendance data, gathering, profiling, run charts (Clerical Supervisor).

West Partnership Attendance Tracker.

Milestone planner.

Partnership working. |

| | Deliver assemblies reinforcing importance of good attendance. | |
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| **Families/communities**<br>Increased capacity and ownership within improving attendance, including communication with school/centre and participation in activities/supports to improve attendance. | Families identified to be part of Joint LLC Improving Attendance project to complete Forcefield exercise to help identify barriers to attendance.<br><br>Increased support including wellbeing or practical support to improve children's attendance.<br><br>Planned access to wider support within partnership working. | Education Scotland Self Evaluation Resources (Forcefield).<br><br>Planned and individualised support measures for identified Families in LLC Joint Project.<br><br>Access to partnership working Participation in meetings with school or with partners**.** |

**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**

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.

| **Equalities** | | |
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| **Outcomes**<br>*Learners, Practitioners, Leaders, Parents/Families/Communities* | **Actions**<br>**This should be action focused language** | **Resource**<br>**This should be human/time /budget** |

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| **Learners:**<br>Improved pupil health and wellbeing.<br>Children experience a learning environment that is inclusive, without racial inequality or racism.<br><br>Children feel confident to challenge and report discrimination / bullying / prejudice.<br><br>Children say that incidents of bullying and prejudice are dealt with effectively.<br><br>Children are empowered to develop an understanding of their own values, beliefs and cultures and those of others.<br><br>Children understand and realise their own rights and the rights of others within the school, within the community and globally. | Implement a clear, child-friendly reporting system for discrimination, bullying, and prejudice, ensuring multiple accessible avenues (e.g., worry boxes, trusted adult register, online reporting tool).<br><br>Create visual displays throughout the school showcasing key UNCRC articles and examples of how rights are upheld.<br><br>Facilitate opportunities for pupil voice in decision-making processes related to school policies and practices, particularly those affecting equality and diversity. | |
| **Practitioners:**<br>All staff have increased awareness of Equality and Diversity.<br><br>All staff are confident in responding effectively to bullying and prejudice, following school policy.<br><br>Staff have a shared understanding of an inclusive, diverse and decolonised curriculum and what this looks like in practice. | Complete Education Scotland's "Inclusion, Wellbeing and Equalities Professional Learning Framework" modules, particularly those focusing on "Rights and Equalities" and "Bias."<br><br>Revisit restorative approaches.<br><br>Deliver explicit lessons on the United Nations Convention on the Rights of the Child (UNCRC), making connections to everyday school life, community interactions, and global issues.<br><br>"Building Racial Literacy" professional learning sessions for all staff, exploring concepts of systemic racism, unconscious bias, and culturally responsive pedagogy.  TBC? | CLPL – Education Scotland Wellbeing Modules.<br><br>CLPL - Building Racial Literacy - TBC |

| | Encourage the incorporation of diverse historical narratives, contributions of people from various ethnic backgrounds, and global perspectives. | |
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| **Leaders:**<br><br>The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning. | Review and update the school's anti-bullying and anti-prejudice policy.<br><br>Communicate regularly and transparently with children involved in incidents about the actions taken and the outcomes.<br><br>Track and analyse all reported incidents of racial discrimination to identify patterns and inform preventative strategies.<br><br>Audit existing curriculum materials across all subjects to ensure diverse representation of cultures, histories, and perspectives, actively identifying and addressing biases. Review and strengthen all relevant policies (e.g., Anti-Bullying, Equality and Diversity, Curriculum) to explicitly reflect anti-racist principles and the school's commitment to eliminating racial inequality.<br><br>Ensure SLT have a clear and shared understanding of reporting / addressing racist incidents, ensuring timely and effective resolution.  SEEMIS modules. | SEEMIS training |
| **Families/communities**:<br>Families feel welcomed, respected, and actively involved in the school community.<br><br>Parent / carers feel confident to report bullying and prejudice. | Seek opportunities for inter-generational learning and knowledge exchange between families, pupils, and school staff. | |

| Families are confident that racial inequality and racism are proactively addressed by the school. | | |
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| **Performance Measures / Targets   - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc** |
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| Learner conversations.<br>Parental questionnaires.<br>Pre and post staff self evaluation.<br>SEEMIS data. |

**Priority 2:   Implement approaches to creative teaching and learning, ensuring engagement in learning**
<mark>CREATIVITY</mark>

| CREATIVITY |
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| Improvement in skills and sustained, positive school leaver destinations for all young people |
| **CURRICULUM** |
| Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.<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 |

| Outcomes<br>*Learners, Practitioners, Leaders,*<br>*Parents/Families/Communities* | Actions | Resource |
| :--- | :--- | :--- |
| **Learners:**<br>Learners will experience interactions, learning opportunities and spaces that are enabling, nurturing and that build self-efficacy.<br><br>All learners will experience opportunities that will allow them to develop an understanding of sustainability principles and practices. | Learners will experience opportunities to develop skills of curiosity, creativity, collaboration, critical thinking, communication, imagination and problem solving.<br><br>Continue to review and redevelop shared learning spaces (are they set up to empower children's curiosity, creativity, collaboration, critical thinking, and communication). | YLL programme.<br><br>Pupil leadership groups.<br><br>EYS group work. |

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| Knowledgeable pupil voice groups who can clearly articulate their action plans to 'make a change for good' and to live in a world worth living in (inc. RRSA, ECO, Play, Mini Vinnies, Digital Leaders).<br><br>All learners will experience outdoor learning which is regular, planned and curriculum led.  Learners' experiences will have a greater focus on learning outdoors to improve engagement, enjoyment and attainment. | Learners will be active participants in their learning experiences, indoors and outdoors.<br><br>-Pupils develop leadership skills by planning (link to Laudato Si) for improvement in:<br>Eco<br>UNCRC<br>Play<br>Digital technology<br>Mini Vinnies<br>-Participate in assemblies on learning in RERC (Catholic Ed Week Focus) | |
| **Practitioners:**<br>Practitioners will embed creative approaches to learning to ensure engagement and motivation.<br><br>Practitioners will have increased confidence and skill in planning learning opportunities that promote children's curiosity, open mindedness, imagination and problem solving across the four contexts for learning.<br><br>Practitioners will be confident in planning learning, teaching and assessment (indoors and outdoors) that fosters skills and promotes sustainability.<br><br>Practitioners are confident in planning learning that<br>focuses children's thinking (adult led)<br>ignites children's thinking (adult initiated)<br>follows children's thinking (child led). | Equip practitioners with the skills to effectively teach mathematical concepts in an outdoor environment.<br><br>Engage in CLPL – Outdoor learning and play training.<br><br>Refresh and update play pedagogy and planning across P1-3.<br><br>Engage in collaborative planning.<br><br>Liaise with colleagues (across levels) to create and implement high quality IDL projects using Curriculum Map. | Outdoor numeracy CLPL.<br><br>Outdoor learning and play training.<br><br>EYS collaborative work. |

| Leaders: | Implement Curriculum Map. | |
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| Leaders will have increased skill in developing a curriculum that develops learners' creativity skills.<br><br>Leaders will support opportunities for children to lead their own learning with increased participation and engagement for all.<br><br>Leaders will be knowledgeable about the key features of high quality, empowering learning environments. | Employ effective systems to monitor and evaluate progress.<br><br>Evaluate play implementation and planning.<br><br>Review and refresh cyclical process of responsive and intentional planning - include observations, interpretation and documentation of learning. | |
| Families/communities:<br>Families will feel involved in their child's learning.<br>Families will feel a part of the school community and will be encouraged to be active participants in the life of the school.<br>Families will feel able to share their views and opinions of school / their child's education. | Sharing learning events.<br><br>P1-3 family participation in weekly group sessions (5 week blocks). | EYS Group sessions. |

**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**

Action plans and evaluations for pupil groups – Eco, Digital Leaders, RRSA, Mini Vinnies, Health.
Parental feedback.

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

| ATTAINMENT |
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| Closing the attainment gap between the most and least disadvantaged children and young people<br>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<br><br>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all. |

| **Literacy** |
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| Outcomes<br>*Learners, Practitioners, Leaders,*<br>*Parents/Families/Communities* | Actions | Resource |
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| **Learners:**<br>Developing a life-long love of reading<br><br>Children will demonstrate that they enjoy sharing stories, reading, engaging with stories/books by themselves or with adults.<br><br>Children at early level will develop strong oral language skills as the foundation of learning to read and write.<br><br>Children will be able to talk about what they have read ie characters, setting, plot, etc<br><br>Children will be able to articulate their developing, or highly developed reading skills with confidence including how to improve further.<br><br>All learners will experience learning opportunities through a modelling and meta-cognition approach leading to mastery of reading. | Sharing practice and expectation for ensuring literacy rich environments.<br><br>Ensuring shared standards for using provocations to promote curiosity and interest in reading/literacy.<br><br>Sharing practice across early level to promote play pedagogy within literacy.<br><br>Collaborative working /practitioners to ensure seamless transitions.<br><br>Sharing practice to promote quality interactions between adults/children, teachers/learners. | Developing spaces for learning, creative use of resources that promote interest and love of reading.<br><br>Practitioners, teachers, support staff, parents. |
| Practitioners:<br>Promoting children's life-long love of reading.<br><br>Develop a love of reading through consideration of the interactions, experiences and spaces on offer<br><br>Developing listening and talking, to support early reading progress | Trio approach: EY /Primary Staff at early level, engage in Education Scotland 'Learning to read programme'.<br><br>Leading change through enquiry<br><br>Sharing Learning Event | Trios and collaborative working across three groups<br>DF & RJ Leads for WDC, liaising with Ed Scotland<br>1 Dalmuir ELCC ( Lead ELCO Dalmuir ELCC, P1 CT St Stephen's PS, P1CT OHR)<br>2 OLOL PS & ELCC ( EEL OLOL, P1 |

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| Developing phonological awareness as a key component of early reading development<br><br>Provide opportunities to play with sounds and patterns of language<br><br>Support children to make connections between sounds they hear and print in their environment.<br><br>Building concepts of print, how and why print is used, creating print rich environments, that help children make connections with print.<br><br>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). | EY lead ELCO/ or EEL engage in Programme/On-line, then ensure collaborative dialogue/sharing learning within trio<br><br>Wed 29th Oct - Intro & self evaluation<br>Wed 19th Nov - Building a literacy rich environment<br>Wed 10th Dec - Developing skills for reading<br>Wed 14th Jan - Building independent and engaged readers<br>Wed 4th Feb - Planning your enquiry project<br>Wed 4th March - Enquiry Project Check in<br>Wed 29th April - Sharing the Learning Event | CT OLOL, P1 CT St Eunan's PS & ELCC)<br>3 St Mary's PS & ELCC ( Lead ELCO St Mary's, P1 CT St Mary's, P1 CT St Joseph's PS)<br>DF ESO to meet with Lead ELCO/ EEL after each session, re cascading the learning within the ELCC<br>DF/RJ sharing learning with LLC<br>Dates tbc for Lead ELCO or EEL in each setting to share learning with P1CTs from each PS |
| Practitioners:<br>Improving pedagogical strategies and practice to improve reading comprehension.<br><br>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.<br><br>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 | Engagement in planned professional learning<br><br>Participate in self-evaluation for improvement questionnaire, identifying strengths and learning needs within teaching phonics.<br><br>Engage in professional learning in phonics.<br><br>Vocabulary development (Word Aware across the school).<br><br>Engage in professional learning on mastery/metacognition.<br><br>Lead learners, supporting, enhancing practice in reading pedagogy, within each school (or as a shared LLC event, practitioners could create, film, share practice). | Shared LLC questionnaire, google formInservice Day Wed 13th August, 1.00-3.00pm, A McFarlane<br>Caroline McG to link with CMcG & Ellen Moran re Word Aware training.<br>DHTs meet 4th Sept (OHR), plan CLPL - High quality reading experience for EL, FL, SL<br>DHTs, metacognition, collaboratively with ed psych, 11th and 25th September<br>DHTs to lead CLPL session in own school by the end of November 2025.<br>DHTs to lead shared LLC collegiate - 4th March 2026 (tbc).<br>DHTs to lead evaluative/planning |

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| greater confidence in using assessments in reading and by Year 2, improved use of high quality assessment approaches in reading. | | session - 7th May 2026 (9.00 - 10.30). Modelling practice through face to face, recorded, shared delivery in school. |
| Practitioners<br>Improving strategies and practice to meet learning needs, within reading.<br><br>Promote cross-sectoral collaborative approaches to teaching reading at early and second level at key transition stages | Collaborative planning of reading learning experience, that employs approaches to meeting the differing needs within learning experiences P7, S1 CTs.<br><br>Share practice in employing adaptive teaching delivering reading lessons P7, S1 CTs.<br><br>Engage in area of focused attention within second level reading.<br><br>Moderation, shared assessment of reading skills. | P7 and S1 teaching staff, transition activities.<br><br>Area of focused attention (reading), implement in own setting or link with colleagues cross LLC.<br><br>DHTs ensuring implementation of reading assessments, evaluating impact. |
| Leaders:<br>Improve and sustain a successful reading curriculum.<br><br>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.<br><br>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.<br><br>Leaders will ensure that effective use of assessment, | Create a shared overview of texts.<br><br>Establish quality reading materials in all settings, ensuring opportunity for focus on high quality, engagement in reading.<br><br>Seek the views of children on texts, choice etc, gathering qualitative data to inform improvement (staff, pupil, parent questionnaires).<br><br>Ensure a shared standard and expectation for a planned and delivered 'reading lesson' at early, first and second level.<br>Ensure the use of higher order questioning.<br><br>Review, adapt and implement RWM -WDC. | Sharing overviews of quality reading materials, reading resources, play materials that promote early engagement with stories, books, characters etc<br><br>Share practice, collective approaches to gathering qualitative data- questionnaires etc<br><br>Video, film clip resources, CTs/DHTs modelling best practice in quality 'teaching reading' experiences<br><br>play pedagogy that supports reading |

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| attainment and securing progress data will be used effectively to raise attainment, secure progress and narrow the poverty related attainment gap. | Review and create shared LLC reading assessments at early, first and second level.<br><br>Promote the use of high quality assessments in reading, ensuring application of reading skills.<br><br>Leaders (DHTs) moderate assessments, ensuring inclusion of benchmarks leading to robust professional judgement of cfe levels.<br><br>With colleagues (SLT) engage in area of focused attention within key stages eg P1, P4, P7, taking a deep dive to improve attainment.<br><br>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.<br><br>Share approaches to moderation of ACEL, Baseline data in reading at key points ie Interim submission dates, Baseline submission dates. | skills<br><br>Key personnel to support planning materials: dhts, CC, Ed Psych? WDC approaches to area of focused attention, Improvement framework<br><br>Baselines, BGE, Class teacher trackers |
| **Families/communities:**<br>Approaches to connecting with families on literacy.<br><br>Supporting families, key adults improving early literacy/ reading at home. | Share practice on approaches to parental engagement and family learning in reading/literacy.<br><br>Share professional learning around PEEP sessions, Stay and Play, curriculum focus weeks/sessions in reading. | Shared resources/ Overviews on approaches to improve reading<br>In-person events<br>Pack<br>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** | | |

**Performance Measures / Targets**
Pre/post questionnaires for learners - approaches to learning to read - increase in confidence/capacity within reading early to second level.
Pre/post questionnaires for practitioners - approaches to learning and teaching in reading - increase in confidence/capacity within early to second level.
Pre/post questionnaires for families - approaches to supporting reading - increase in confidence in how to support and promote reading at home.
Pre/post evaluation of phonics based instruction (teachers).
**Monitoring visits/direct observation:**
Improved learning and teaching in reading evaluated through learning visits/walkthroughs as per own establishment arrangements.
Improved learning and teaching approaches to early literacy through observation of spaces for learning, experiences and interactions within the playroom.

**Monitoring Data:**
Data to support the measuring of progress:
- LLC ACEL data for reading
- School ACEL data for reading
- Literacy baselines

| Numeracy | | |
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| **Outcomes**<br>*Learners, Practitioners, Leaders,*<br>*Parents/Families/Communities* | **Actions** | **Resource** |
| **Learners:**<br>All learners consistently experience high quality learning opportunities that allow them to become confident and numerate, building their skills in a variety of contexts.<br><br>All learners will have increased confidence in articulating their mathematical thinking. | Enhanced use of outdoor learning environments to boost pupil engagement and deepen learning experiences.<br><br>Increased confidence evident in pupils' ability to articulate strategies utilised in maths and numeracy. | Count with Me<br>Maths Recovery/CPA resources<br>Jotter observations<br>Pupil dialogue |

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| **Practitioners:**<br>Improvements in staff knowledge and understanding of refreshed approaches to teaching number and number processes evident in teaching, learning and assessment<br><br><br>Deliver a consistent approach to the use of the CPA to all Number and Number Processes experiences, making links to refreshed approach/methodology | Engagement with updated numeracy policy and LTA manual to support planning learning, teaching and assessment (WDC Count with Me).<br><br><br>Staff will undertake specialised training in outdoor numeracy learning. This will equip practitioners with the skills to effectively teach mathematical concepts in an outdoor environment.<br><br>Evidence of consistent planning in the use of refreshed pedagogy across all stages (CPA, Play, Number Talks, Outdoor Learning). | Outdoor learning twilight<br>Peer observations<br>Pre and Post questionnaires<br>BGE FSA Toolkit |
| **Leaders:**<br>SLT will support continuous development and refining of pedagogical approaches to number and number processes (WDC Count with Me). | Update the Maths and Numeracy policy to align with refreshed pedagogy.<br><br>Plan CLPL to support practitioner development in delivering high quality teaching, learning and assessment. | WDC Count with Me pathways<br><br>Moderation Data and activities with LLC<br>Assessment Data<br><br>BGE Toolkit<br><br>Refresher collegiate<br><br>Outdoor Training<br><br>Questionnaires |
| **Families/communities:**<br>Pupils, staff, and families to have a shared understanding | Empower families to support numeracy development more confidently and effectively at home - update numeracy and | Updated maths and numeracy guides<br>School website |

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| of the methods we use to teach numeracy and mathematics, with a particular focus on number and number processes. This unified understanding will support a consistent learning environment.<br><br>Families feel fully supported in developing effective strategies that directly lead to improved learning outcomes in numeracy for their children. | maths guides.<br><br>Support families to use consistent mathematical language with their children- plan workshops to clarify language and strategies used in school. | Homework diaries<br>Workshop |

-Pre and Post questionnaires to gather parental feedback
-Count with Me pre and post assessment data
-ACEL Data
-Pupil Dialogue

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

| EMPLOYABILITY |
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| 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.<br>High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap |

| Outcomes<br>*Learners, Practitioners, Leaders,*<br>*Parents/Families/Communities* | Actions | Resource |
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| **Learners:**<br>Children are aware that they are developing transferable cross- curricular skills.<br><br>By May 2026 almost all children will be able to identify and understand what the 6 WDCs looks like in their classroom / learning experiences.<br><br>By May 2026 almost all children can discuss the opportunities given to develop 6 WDCs, in class and through contributions to the life of the school and wider community. | Engage in life of the school and wider community.<br><br>Learners will experience opportunities to develop 6 WDCs.<br><br>Children will be involved in recording / profiling their skills development.<br><br>Learners will be active participants in their learning experiences, indoors and outdoors. | SDS Skills Profiles? |

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| Learners will be able to talk about the links between their achievements and the development of skills for learning, life and work. | | |
| Practitioners:<br>By May 2026 all staff will have a shared understanding of the 6 WDCs.<br><br>By May 2026 all teaching staff will be confident in facilitating planned learning experiences which provide opportunities for skills development. | Establish improvement group to lead on implementation of WDC Skills framework.<br><br>Develop knowledge and understanding of 6 WDCs and how these link with our current planning.<br><br>Implement skills profiling to evidence progress. | |
| Leaders:<br>Confident in establishing a whole school approach to skills development within the school.<br><br>Further develop knowledge and understanding of whole school approaches to LfS, IDL and Outdoor Learning. | Review approaches to enterprise, creativity and employability (DYW).<br><br>Implement skills profiling to evidence progress.<br><br>Provide CLPL opportunities for staff to enhance their knowledge and understanding of 6 WDCs.<br><br>Analyse leaver destination data from SPTA of former pupils.<br><br>Consider use of SDS local employment offers / labour market data to inform future planning. | |
| **Families/communities**: | | |
| **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** | | |

Moderate quality of planning for skills development through forward planning documents/ classroom observations.

Evaluate children's ability to talk about their learning and skills development through dialogue with children and monitoring of profiles.

**Priority 5: Other**

| Outcomes<br>*Learners, Practitioners, Leaders,*<br>*Parents/Families/Communities* | Actions | Resource |
|---|---|---|
| **Learners:** | | |
| **Practitioners:** | | |
| **Leaders:** | | |
| **Families/communities**: | | |
| **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** | | |
| | | |