



Renton Primary and Leven Base Improvement Plan

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

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	YEAR 2	YEAR 3
ENGAGE	Count with Me Visible Learning - metacognition and self-regulation WDC 6Cs	WDC HWB Planners Young Leaders of Learning Evisence	
EMBED		Count with Me Visible Learning - feedback and the Visible Learner BSquared	Count with Me Visible Learning
EVALUATE	Impact of CIRCLE - Inclusive Practice		Count with Me Visible Learning
EXTEND	Approaches to HWB Curriculum		Count with Me Visible Learning

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

<ul style="list-style-type: none"> ● Curriculum: Implement updated WDC HWB Planners (Lead: Lynne Dempster; Jennifer Hall) ● Attendance: Extend approaches to supporting and monitoring pupil attendance (Lead: Lynne Dempster; Jennifer Hall, Linda Grierson) ● Interventions: Evaluate and extend interventions for health and well-being (Lead: Jennifer Hall; April McBride) ● Relevant QIs: 2.2/2.3/2.1/3.1 		
Outcomes	Actions	Resource
<u>Curriculum</u> Learners: <ul style="list-style-type: none"> ● Learners will experience and broad and progressive HWB curriculum Practitioners: <ul style="list-style-type: none"> ● Teachers will be confident in implementing updated HWB planners Leaders: <ul style="list-style-type: none"> ● Leadership of updated shared vision for HWB strategy informed by updated WDC strategy ● Implement approaches to tracking and monitoring which ensures the curriculum experienced is tracked to ensure breadth and coverage Families/Communities: <ul style="list-style-type: none"> ● Families will have an increased knowledge of the SHANARRI indicators and how we use them in school 	<ul style="list-style-type: none"> ● Collegiate time to review new planners ● Implement annual HWB curricular curriculum ● Audit curriculum to identify gaps in resources ● Ensure SHANARRI is referenced across termly themes in IDL and across Ethos and Life of the School as a Community and shared with parents ● Emotion Works working group to achieve Emotion Works Bronze/Silver Award (April) 	<ul style="list-style-type: none"> ● Collegiate time ● Weekly HWB lessons ● Weekly HWB assemblies ● Monthly parent updates ● Use of digital comms - Padlet and Facebook
<u>Attendance</u> Learners:	<ul style="list-style-type: none"> ● Embed approaches to monitoring attendance 	

<ul style="list-style-type: none"> Targeted pupils will demonstrate increased attendance <p>Practitioners:</p> <ul style="list-style-type: none"> Access to attendance data to ensure clear and proactive focus on targeted learners <p>Leaders:</p> <ul style="list-style-type: none"> Clear messaging to all stakeholders on importance of attendance Streamlined systems and processes for tracking and monitoring <p>Families/Communities:</p> <ul style="list-style-type: none"> Increased partnerships to ensure commitment to positive attendance 	<ul style="list-style-type: none"> Weekly partnership between school office and PFSW Collaboration with LLC to raise profile of approaches to supporting attendance Parent surveys to ascertain needs and interests Annual parent communication/engagement plan 	<ul style="list-style-type: none"> Parent information sessions Parent drop-in/connecting events (Leven Base and mainstream)
<p><u>Interventions</u></p> <p>Learners:</p> <ul style="list-style-type: none"> Learners will be able to discuss their emotions with competence and reflection Learners will understand the TRUST approach to restorative relationships and social problem solving and be able to utilise to address conflict <p>Practitioners:</p> <ul style="list-style-type: none"> All staff will promote TRUST and restorative language in line with Pillars of Positive Behaviour approach All teaching staff confident in making judgments about HWB progression All teaching staff delivering focused weekly HWB learning experiences in line with annual overview and linked to SHANARRI <p>Leaders:</p> <ul style="list-style-type: none"> Clear in rationale for strategic deployment of resource <p>Families/Communities:</p> <ul style="list-style-type: none"> Increased knowledge of how to support health and wellbeing at home 	<ul style="list-style-type: none"> Audit range of HWB interventions Extend cohort tracking document to include meaningful HWB information Investigate approaches to tracking and monitoring HWB Launch updated HWB strategy Refresh weekly balance planning to implement consistent weekly HWB learning experiences 	<ul style="list-style-type: none"> PFSW - PEF funded Circle Champion Collegiate time Termly GIRFEC Collaboration meetings
<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>Quality assurance/self-evaluation:</p> <p>Termly review of progress with staff and learners will demonstrate that planners are being used more frequently to focus HWB experienced supported by learning walkthroughs - leadership evaluative activity</p> <p>Evaluation/monitoring of teacher planning using new WDC planners</p> <p>Attendance data:</p> <p>Monitored and evaluated to ensure clear understanding of individual needs by all staff and identify where action is required; Individual targeted learners' attendance will increase - bespoke targets created in partnership with families</p> <p>Perceptual data:</p> <p>Learner HWB surveys biannually tracking learner perception of HWB - outcomes shared with relevant staff and where needed actions planned</p>		

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

CREATIVITY

CREATIVITY	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	CURRICULUM
NIF OUTCOMES (REPLACE DRIVERS)	<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>

Priority 2A Visible Learning - <ul style="list-style-type: none"> Implement Phase 3 of Visible Learning - VLAT 1 and 2; Teacher action plans; Develop approaches to feedback and embed Lead Staff: Lynne Dempster (HT) Jennifer Hall (DHT) Impact Coaches: Jill Barnfather; Jacqueline Dalrymple, April McBride, Jennifer Gilchrist Relevant QIs: 1.2; 1.3; 2.3 		
See Visible Learning Action Plan: W VL Action Plan Renton.docx		
Outcomes	Actions	Resource
Leaders and Impact Coaches: <ul style="list-style-type: none"> A clear rationale for developing a culture of mentoring/coaching Impact Coaches understanding their roles as mentors/coaches contributing to development of approaches Clear understanding and rationale for developing a learning culture through adoption of roles as lead learners Understanding of how to create a "feedback environment" 	<ul style="list-style-type: none"> Participation in Visible Learning CLPL Implement Visible Learning action plan Implement Visible Learning coaching cycles Align coaching cycles with self evaluation calendar and use learning to inform review of approaches 	<ul style="list-style-type: none"> Visible Learning programme - PEF Collegiate/PRD - 18 hours Inservice - November for VLAT 1
Quality assurance/self-evaluation: Impact coaches will deliver termly coaching cycle on agreed aspects of Visible Learning and feedback progress and impact through termly collaboration with leadership team		

Priority 2B Visible Learning

- Development of Play as Pedagogy and Flexible Learning Environments in Early and First level (P1-P3)
- Lead Staff: April McBride (PT); Jennifer Gilchrist (EYPT)
- Relevant QIs: 1.2; 1.3; 2.3

Outcomes	Actions	Resource
<p>Learners:</p> <ul style="list-style-type: none">• Equity and high quality learning experiences for all learners across early and first level learning zones with flexible delivery of literacy and numeracy <p>Practitioners:</p> <ul style="list-style-type: none">• Clear rationale for delivery of learning experiences which are adult led, adult initiated and child led• Increased collaboration to deliver inclusive learning experiences in a "play as pedagogy" learning environment <p>Leaders:</p> <ul style="list-style-type: none">• Clear rationale for deployment of human resource• Processes for tracking and monitoring appropriate to delivery model <p>Families/Communities:</p> <ul style="list-style-type: none">• Opportunities to join the learning to develop understanding of approaches	<ul style="list-style-type: none">• Audit of environment and create plan for refresh• Review of planning approaches and agreement on approach• Ensure opportunities for regular collaboration - weekly planning and working group to devise rationale and agree approaches• Termly review with lead staff - use Plan, Do, Review approach to track and review progress• Review EY baselines to inform curriculum	<ul style="list-style-type: none">• Budget to develop learning environment• Time for collaboration - teacher/teacher and working group
<p>Quality assurance/self-evaluation: Learning walks to monitor learner engagement and staff deployment Self-evaluation weeks with specific focus Termly review by working group</p> <p>Qualitative data: Staff and learner views on their experiences; monitoring of planning and delivery of learning experiences to ensure breadth</p> <p>Quantitative data: Monitoring of tracking data; EY baselines</p>		

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

ATTAINMENT

ATTAINMENT	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
NIF SHORT TERM PRIORITIES the ABC's	ATTENDANCE
NIF OUTCOMES (REPLACE DRIVERS)	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.

Numeracy and Mathematics/Count with Me in WDC

- Raise attainment and achievement in numeracy and mathematics through engagement with "Count with Me in WDC"
- Embed and extend Concrete, Pictorial, Abstract approaches to numeracy and mathematics
- Embed and extend Number Talk approaches to ensure consistency
- Development of Maths rich learning environments and resources
- Work with LLC to develop consistent approaches to assessment
- Lead staff: Jennifer Hall (DHT), Alana O'Donnell (CT), Jennifer Gilchrist (EYPT)
- Relevant QIs 2.2/2.3/3.2

Outcomes	Actions	Resource
Learners: <ul style="list-style-type: none"> • All learners experience opportunities that allow them to become confident and numerate, building their skills in a variety of contexts • All learners will have increased confidence in articulating their thinking through number talk processes 	<ul style="list-style-type: none"> • Continue to Implement Count With Me in WDC • Further review of maths and numeracy curriculum • Development of maths and numeracy pillars of excellent learning • Review of all environments to ensure high quality continuous provision • Refresh maths and numeracy planning process and align Count With Me planning with current processes • Embed maths and numeracy professional development in collegiate and quality assurance calendar 	<ul style="list-style-type: none"> • Recommended resources for CPA approach. • Collegiate time allocated to maths improvement • Time allocated for training in use WDC digital assessments • 1 x parental engagement session focused on maths/numeracy appropriate to each level across the Campus
Practitioners: <ul style="list-style-type: none"> • Confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies including play based approaches 		

<ul style="list-style-type: none">• Skilled in delivering high-quality Concrete, Pictorial, Abstract learning experiences• Skilled in assessing gaps in numeracy leading to more robust planning• Have knowledge of how to plan opportunities for learners to build number sense, explore the structure of number, and gain and apply a range of mental number strategies that build flexible and agile minds• Collaboration within own context and in LLC to develop robust and consistent approaches to assessment which support judgement of achievement of a level	<ul style="list-style-type: none">• LLC Collaboration to ensure consistent approaches to assessment activity particularly at point of P7/S1 transition• Revisit assessment calendar• Implement targeted after school clubs at key stages• Deliver family learning sessions• Communicate revised strategy through social media platforms. Include links to family learning materials Campus@WDC• Review last session assessment data to identify targeted benchmarks for intervention• Participation in Numeracy LLC working group and moderation activities	<ul style="list-style-type: none">• Targeted clubs - PEF (£2000)• Time for DHT to participate in LLC working group
Leaders: <ul style="list-style-type: none">• Skilled in developing a successful maths and numeracy curriculum• Clearly communicated expectations for the learning, teaching and assessment of maths and numeracy that raises attainment and narrows the poverty related attainment gap		
Families/communities: <ul style="list-style-type: none">• Partnership (families) increasing knowledge on how to support active numeracy and maths learning at home.• Families will understand what children are learning (as opposed to doing) (VL)		
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		
Quality assurance/self-evaluation: <p>Learning visits will show that all numeracy lessons will begin with a high quality interactive maths session and that all learners will be experience high quality CPA supports in numeracy by October 2025</p> <p>Learning walks will evidence use of a variety of teaching methods including, play based approaches, active learning, technology and use of learning environments</p> School level quantitative data: <p>Increased cumulative attainment in maths and numeracy overall by 5%</p> <p>Targeted intervention tracking will demonstrate increased achievement/attainment in targeted benchmarks</p> <p>Robust attainment data in place to support improved tracking of progress in maths and numeracy</p> Perceptual data: <p>Staff pre and post survey on CPA principles, (before/after knowledge, awareness, impact) demonstrates all staff have greater understanding and confidence in use of CPA</p> <p>Staff pre and post survey on use of benchmarks(/numeracy assessments) demonstrates all staff have developed confidence in assessment of a level</p> <p>Google form for children, measure impact of approach to numeracy learning (for child, before/after) shows positive maths mindsets/views of self as a maths learner</p>		

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

EMPLOYABILITY

EMPLOYABILITY	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	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

- Embed and extend Curricular Map and review planning for discrete and IDL components as well as 4 Contexts for Learning
- Develop approach to Campus Curriculum enabling learners to extend their learning and skills development across the Campus
- Lead Staff: Lynne Dempster (HT), Jennifer Hall (DHT) Jacqueline Dalrymple (CT) Jill Barnfather (CT) Helen Watt (CT) April McBride (PT)
- Relevant QIs: 2.3/3.3

Outcomes	Actions	Resource
Learners <ul style="list-style-type: none"> • All learners to engage in a dynamic curriculum which supports knowledge and skills progression across core curricular areas of literacy, numeracy and HWB • Learners will be able to talk about what they are learning rather than doing and will be able to reflect on their skills- use of an <i>Excellent Learner in Renton Framework</i> • Learners' progress is evidenced by a range of material which is recorded and managed coherently across all levels. Learners will access this to support reflection (Use of Evisense in Leven Base) • Learners will experience a richer curriculum which draws upon partnerships and experiences across our Campus and within the local community • The curriculum will offer learners the opportunity to develop their thinking on a range of topics which challenge stereotypes and promote equality and social justice and are in line with our Curriculum Rationale 	<ul style="list-style-type: none"> • Collegiate review of 2024//25 curricular map and plan for enrichment in 25/26 - Year 3 of new three year cycle • Review planning format to ensure all agreed elements are accounted for - links to SHANARRI; planning for campus/partnerships/outdoors, PBL etc • Each level to create a clear annual overview - August Inservice (includes base classes) • Create a shared Curricular Position Statement • Implement one annual high quality immersive PBL per level aligned with Skills Framework • Agree method of evidencing learning journey (Padlet) • Implement effective weekly balance (include HWB/Learning Conversation rotation) • Implement Young Leaders of Learning • Each level to produce parental IDL showcase once per session - planned/agreed in August with each 	<ul style="list-style-type: none"> • August inservice - annual overview and dispositions/VL refresh • 4 x Team planning sessions - collegiate calendar • Young Leaders of Learning - termly meetings/planning - Miss McBride - training to be refreshed • Padlet for recording • Time for showcase events • PEF allocation to support learning experiences - transport/resources etc • Campus Leadership group to be formed - staff and learners • Use of HGIOURS to support reflection with learners

<ul style="list-style-type: none">Learners will experience increased opportunities to be leaders across a variety of projects (Campus; Young Leaders of Learning; LLC project)	<ul style="list-style-type: none">collaborative planning team including delivery of workshop to parent groupsDevelop Community Groups to offer project based leadership of change - teacher autonomy	
Practitioners: <ul style="list-style-type: none">Sustainable approaches in place for collaborative planningCollaborate to plan and deliver coherent IDL learning experiences across levelsManage evidence of learning across the curriculum in line with agreed proceduresFollow agreed process for IDL learning episodes e.g. reflect on SHANARRI/Skills - beginning/middle/end - clear progression in planningUse of learning dispositions to support learner reflection		
Leaders: <ul style="list-style-type: none">Clearly communicated expectations and rationale for planning, delivery and evidencing learning in IDLCreate regular opportunities with a range of partners for learning across the campus and outwith the schoolEnsure practices across weekly balance which enable time for reflection and feedback from learners		
Families/communities: <ul style="list-style-type: none">Will have understanding of what our children are learning rather than doingWill have knowledge and understanding of Renton Curricular Rationale		
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		
Quality assurance/self-evaluation: Focused self-evaluation week Evaluative activity - monitoring of IDL planning and delivery across the session - learning visits/walkthroughs and staff and learner evaluations - developing feedback environment Perceptual data: Pupil views Staff views Gather parental views following parent events - do they understand what their child is learning		

Leven Base Specific

Linked to 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
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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

Leven Base		
<p>Priority 2B - SCERTS/Curriculum</p> <ul style="list-style-type: none"> Implement next phase of SCERTS within Leven Base with a particular focus on developing shared approaches to the use of Transactional Supports Develop a Leven Base specific Curricular Rationale and Curricular Framework Refine planning approaches in line with WDC GIRFEC Refresh and Renton approaches Lead Staff: Jennifer Hall (DHT), Joanna Smith (CT) Relevant QIs: 2.3/2.4/3.2 <p>SCERTS implementation plan: 2025-2026 SCERTS Maintenance Plan Year 5</p>		
Outcomes	Actions	Resource
<p>Learners:</p> <ul style="list-style-type: none"> Will experience a broad and relevant curriculum driven by an updated rationale specific to the context <p>Practitioners:</p> <ul style="list-style-type: none"> Planning approaches will align with needs of learners and lead to high quality delivery of learning experiences <p>Leaders:</p> <ul style="list-style-type: none"> Curriculum rationale will support and drive decision making specific to 	<ul style="list-style-type: none"> Collaboration to create updated Leven Base Curricular Rationale - parents; staff; learners where appropriate Align tracking and monitoring with updated planning approaches Creation of set of "learner dispositions" specific to Leven Base which compliments mainstream dispositions 	<ul style="list-style-type: none"> August inservice day - to begin the process Collegiate time to continue Collegiate time to develop dispositions Learning assistant meetings to support development

<p>Leven Base</p> <ul style="list-style-type: none"> Improved approaches to planning will lead to improved systems for tracking and monitoring/ evaluating quality <p>Families/Communities:</p> <ul style="list-style-type: none"> Will contribute to and understand updated curricular rationale 	<ul style="list-style-type: none"> Develop specific pathways for specific life skills which demonstrate progression e.g. toothbrushing; toileting; social eating 	<ul style="list-style-type: none"> Parental engagement - workshops/surveys WDC ASN Trio Work (3x collegiate time)
<p>Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</p>		
<p>Quality assurance/self-evaluation:</p> <p>Leadership monitoring of planning and resultant learning experiences will demonstrate an improvement in quality of planning and teacher analysis of impact; Tracking of breadth of experience will improve and be driven by Curricular Rationale</p> <p>Collaborative moderation across the Base of planning - outcomes recorded and shared with staff to inform continuous planning for improvement</p> <p>Learning walks/visits will focus on use of transactional supports and regular feedback given to staff</p> <p>Perceptual data:</p> <p>Parental voice gathered at key milestones to inform next steps e.g. following sharing of targets; family learning/engagement events - agreement/understanding of new Curricular Rationale</p> <p>Teacher pre and post surveys to track impact of target setting process and outcomes</p> <p>Learning assistants - pre and post survey - focus on sharing of targets and use of transactional supports</p> <p>School level quantitative data:</p> <p>Data gathered will demonstrate increased teacher satisfaction with planning processes</p>		

Focus Area				WDC ASN Strategy Actions
Action	Responsibility	Timescale	Resources	Measures and success
Increase Parental Engagement via the SCERTS approach to strengthen home school links and approaches to supporting pupil	<p>ASN Leads Specialist Setting</p> <p>All Staff</p> <p>SCERTS Champions</p>	August 2025- June 2026	<p>ASN Leads Specialist Setting</p> <p>SCERTS Champions</p> <p>SCERTS Guidance- use consistently</p> <p>SCERTS Parental information leaflet</p>	<ul style="list-style-type: none"> Increased use of the language of SCERTS is used and discussed more widely with parents at reviews and TATC meetings All establishments will have a parent information session (in person) to develop the understanding and joint approach of SCERTS between home and school e.g. Coffee Morning, Brew & Blether, Cuppa and Connection, Presentation of Information and anonymised case study etc. Use shared presentation of SCERTS approach to use at parents events to increase understanding of SCERTS Increased evidence of parental voice and pupil voice being actively sought and incorporated to targets / ESP

			Partner Agencies Other Local Authorities NAIT ASN Work stream ASN Leads/Specialist establishments SCERTS Champions	<ul style="list-style-type: none"> Creation of a parent questionnaire to gauge developments in Parental engagement and understanding in SCERTS approach
Develop how we gather and use pupil voice in creating and reviewing targets	SCERTS Champions ASL Lead / ASN Coordinators	August 2025-June	Variety of communication aids	<ul style="list-style-type: none"> Within Google Classroom - SCERTS Champions will create a bank of examples of good practice in gathering the views of pupils Utilise different resources / communication aids to gather the views of pupils and ensure personalised targets (Observation, Talking Mats, Symbols, Makaton etc)
Develop our use of effective transactional support to support and enrich learners engagement and communication at all stage	SCERTS Champions	Aug-2025- Dec 2025	Google Classroom / Drive Variety of Transactional Supports	<ul style="list-style-type: none"> Within Google Classroom/ Drive - SCERTS Champions will create a bank of examples of effective transactions supports linked to communication stage <p>Prompt to make a copy for all transactional supports added - (Search Bar /edit - delete from / and add the word copy</p>
Develop and share practices in our use of SCERTS through trio/quad learning visits across establishments as	ASN Leads - organisation	Feb & March 2026 - Trio & Quad Visits	Assessment & Moderation Cycle & Documents	<ul style="list-style-type: none"> Specialist setting teaching staff will conduct Trio/Quad learning visits to foster peer learning and shared mastery in the use of SCERTS, directly informing and strengthening the assessment and moderation process for consistency.

part of our Assessment & Moderation procedures & Shared In Service	SCERTS Champions - support to develop assessment & moderation paperwork to evidence SCERTS observation and development	Shared InService Day - May 2026	<p>Organisation of Trio & Quad Visits</p> <p>SCERTS Case Studies</p>	<ul style="list-style-type: none"> All teaching staff will develop a case study reflecting a pupil's SCERTS journey and its impact (pupil, parents, class team, partners) to facilitate shared professional learning and strengthen collective practice.
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Linked to Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

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Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
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<p>BSquared</p> <ul style="list-style-type: none"> Further embed use of BSquared within Leven Base to ensure robust tracking of progress for all learners Lead staff: April McBride (PT) Nicole Degan (CT BSquared Champion) Relevant QIs: 2.3/2.4/3.2 		
Outcomes	Actions	Resource
<p>Learners</p> <ul style="list-style-type: none"> All learners are given experiences to achieve at their own pace on Milestones/BSquared All learners make progress and this progress is recorded and evidenced Where appropriate individual pupils will understand and contribute to their own targets 	<ul style="list-style-type: none"> Follow WDC BSquared Implementation Plan Review planning format to ensure all expectations are clearly planned for and targets are visible in the learning environment Link daily and termly planning to BSquared Preparation for GIRFEC discussions use of BSquared for recording steps to achievement 	<ul style="list-style-type: none"> Use of Connecting Steps Evisense to evidence pupil achievement School resources to support learning, communication and sensory experiences Transactional supports
<p>Practitioners</p> <ul style="list-style-type: none"> Effectively use the Connecting Steps element in BSquared to plan and update pupil progress on a termly basis Connecting Steps informs pupil targets in termly planning and made visual for all adults within the class CT will use the features in Connecting Steps to interpret their data and 		<ul style="list-style-type: none"> Connecting Steps to update pupil achievement and curriculum/milestone coverage Evisense to show evidence of pupil achieving target Termly planning to ensure experiences

<ul style="list-style-type: none"> identify gaps - helping lead tracking discussions Class teacher will use Evisense to evidence pupil progress - consistent approach across all classes 		<ul style="list-style-type: none"> are being offered to allow pupils to meet their targets Tracking and Monitoring spreadsheet - termly completion Collegiate time to share progress and troubleshoot
Leaders <ul style="list-style-type: none"> Develop coherent tracking systems to ensure effective use of BSquared to measure pupil progress Systems in place to ensure consistency and accountability in processes Clear communication of approach to management of BSquared 	<ul style="list-style-type: none"> Implement WDC Bsquared Implementation Plan Termly tracking/GIRFEC dialogue Develop BSquared annual framework Get staff to complete survey about confidence using Connecting Steps/Evisense 	<ul style="list-style-type: none"> BSquared Champion and attendance at relevant forums Collegiate time/professional dialogue
Families <ul style="list-style-type: none"> Parents will be informed and aware of their child's learning/development with clear information provided at points of reporting e.g. annual reviews 	<ul style="list-style-type: none"> Follow WDC Bsquared Implementation Plan Review processes for reporting to parents 	<ul style="list-style-type: none"> Pictures/dialogue through Google classroom Annual reviews Annual reporting
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		
Quality assurance/self-evaluation: Leadership monitoring of staff planning format termly and embedding pupil targets into broader curricular experiences School level quantitative data: Tracking data will demonstrate progression across levels for each individual learner at their own pace - staff will use this data to evaluate progress and be able to discuss during tracking meetings and annual reviews with parents Perceptual data: Pre and post implementation survey used to evaluate staff's perception of their progress in using BSquared		

Focus Area				WDC ASN Strategy
SMART Action	Responsibility	Timescale	Resources	Measures and Success

BSquared Champions & Strategic Implementation Group BSquared Champions will meet termly in session 2025-2026 to build capacity and promote collaborative practices.	Siobhan Lowing, John Morrison Siobhan Lowing , John Morrison with Professional Learning Team to include all BSquared Champions	Align Calendars and agree dates by August 2025 Session 2025-2026	Time to release appropriate staff	Group established and action plan formulated/agreed Dates issued and Shared by Professional Learning Team Aug 2024
Professional Learning Raise awareness of BSquared Tracking Toolkit for new staff through training delivered by BSquared Champions Shared Collegiate / Networking / Collaboration Efforts to be made by all WDC specialist settings to align our Collegiate Calendars, particularly our Development Time sessions to allow for collegiate working on BSquared across WDC.	BSquared Champions as per establishment needs ASN Leads	By September weekend 2025 Collegiate Calendar 2025-2026	Agreed by May 2025 by HT	Joined up working across specialist placements is enabled (May ' Inservice for BSquared Sharing of practice - ASN Leads and Champions to liaise re:focus)
BSquared Administration of Accounts BSquared Champions and ASN Leads will create accounts for new staff and new entrants as required	ASN Leads & BSquared Champions	By September 2025		Accounts uploaded
BSquared/Evisense included in SIP All specialist settings to include the implementation of BSquared/Evisense as a strategic priority in their SIP for session 2025-2026 to demonstrate their commitment to taking Evisense in developing pupil profile and evidence gathering to demonstrate attainment & achievement	Heads/Leads of Specialist Placements	May 2025	Time	BSquared targets are evident in SIP for each specialist provision

<p>Baselining of Pupils</p> <p>New Entrants August 2025 New entrants (with no BSquared handover) will be baselined by October week holiday within Literacy, Numeracy and Health and Wellbeing* (VOLA will focus on HWB due to setting). (Baselining = Framework Start Date)</p> <p>New Entrants Throughout Session New entrants (with no BSquared handover) will be baselined within 8 week holiday within Literacy, Numeracy and Health and Wellbeing* (VOLA will focus on HWB due to setting). (Baselining = Framework Start Date)</p> <p>New S1 Pupils from Base Establishments</p>	<p>BSquared Champions</p> <p>Class Teachers</p>	<p>By October Week 2025</p> <p>Within 8 weeks of entry (may be longer for some pupils evident in pastoral notes)</p> <p>By August In Service Day 1</p>		<p>Existing pupils are baselined within the context of BSquared and therefore enabled to commence full implementation in new session</p> <p>Incoming pupils are baselined within the context of BSquared and therefore enabled to commence full implementation in coming term</p>
<p>Ongoing Updating of BSquared /Evisense</p> <p>All pupils will have ongoing updated data within the BSquared toolkit/Evisense in line with establishment calendars. This input/ update should be a minimum of termly within a session - best practice would be ongoing update for each pupil.</p>	<p>All Staff</p> <p>SLT</p>	<p>Minimum of Termly / Ongoing</p>	<p>Time</p> <p>Support from BSquared Champions</p>	<p>Appropriate and relevant data is available on BSquared for all pupils.</p>
<p>BSquared Toolkit/Evisense integral to Transition Dialogue</p> <p>BSquared Baselining /Evisense information will be integral to Transition dialogues between practitioners.</p>	<p>Heads/Leads of Specialist Placements</p> <p>Class Teachers</p>	<p>Transition Points</p>	<p>Time</p>	<p>Enriched dialogues between practitioners ensures smooth transfer of BSquared information and continuity</p>
<p>Evidence Gather via Evisense</p>	<p>All staff</p>	<p>From Aug 2025</p>	<p>Time</p>	

<p>All staff will continue to gather evidence of progress for all pupils.</p> <p>Evisense will be used by all staff to upload/collate the evidence gathered demonstrating achievement and attainment linking to BSquared tracking.</p> <p>All pupils will have ongoing evidence within the Evisense in line with establishment calendars. This input/ update should be a minimum of termly within a session - best practice would be ongoing update for each pupil. (Establishments should have discussions re: minimum standards of evidence to ensure consistency.)</p> <p>A BSquared / Evisense Conference will be organised as an opportunity to share experience and good practice identified for gathering evidence of achievement and attainment.</p>	<p>All Staff</p> <p>All Staff</p> <p>BSquared SIG & ASN Leads to include all staff</p>	<p>From Aug 2025</p> <p>From Aug 2025</p> <p>May'26 In Service</p>	<p>Time</p> <p>Time agreed in Collegiate Calendar</p>	<p>Progress, achievement and attainment are evidenced</p> <p>Progress, achievement and attainment are evidenced on Evisense</p> <p>Evaluation from Staff</p>
<p>Increased Parental engagement in BSquared / Evisense Platforms</p> <p>BSquared Toolkits will be utilised to inform GIRFEC/Target Setting/ L&T Dialogue Meetings between Leadership Teams, Practitioners, Parent & Pupils.</p> <p>Increase parental awareness and engagement in BSquared & Evisense tools used to track and evidence learners progress</p>	<p>SLT Class Teachers</p> <p>SLT Class Teachers</p> <p>BSquared Champions</p>	<p>Ongoing through session 2025-26</p> <p>Aug -Dec - used at Parent Reviews/ Meetings.</p> <p>Full Launch with Parents Jan 2026 Onward</p>		<p>Effective use of data to inform dialogue and next steps in pupil learning journeys.</p> <p>Effective interpretation of data to inform dialogue.</p> <p>.</p>
<p>Revise existing Reporting Formats to be more purposefully for LCASN and taking account of Evisense Platform</p> <p>Review existing reporting to parents processes and create a shared document taking account of BSquared Tracking/Evisense Platform ; effectively sharing progress and next steps with parents.</p>	<p>BSquared Champion</p> <p>(Assessment & Performance Information Workstream Leads)</p>	<p>Jan 2026</p>		

