



Linnvale Primary School 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 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	Wellbeing: <ul style="list-style-type: none"> Enhanced Provision Emotionworks Creative Teaching and Learning: <ul style="list-style-type: none"> Visible Learning/assessment Learner engagement Languages 1+2 Raising Attainment: <ul style="list-style-type: none"> Count With Me in WDC 	Wellbeing: <ul style="list-style-type: none"> Review and Develop HWB Curriculum Creative Teaching and Learning: <ul style="list-style-type: none"> Curriculum Rationale Learner Engagement 6 WDCs Raising Attainment: <ul style="list-style-type: none"> Read With Me in WDC 	
EMBED	Wellbeing: <ul style="list-style-type: none"> CIRCLE UNCRC Attendance Creative Teaching and Learning: <ul style="list-style-type: none"> Learning for Sustainability Raising Attainment: <ul style="list-style-type: none"> Data Literacy 	Wellbeing: <ul style="list-style-type: none"> Enhanced Provision Emotionworks Creative Teaching and Learning: <ul style="list-style-type: none"> Visible Learning Languages 1+2 Raising Attainment: <ul style="list-style-type: none"> Count With Me in WDC 	Wellbeing: <ul style="list-style-type: none"> Review and Develop HWB Curriculum Creative Teaching and Learning: <ul style="list-style-type: none"> Curriculum Rationale Learner Engagement 6 WDCs Raising Attainment: <ul style="list-style-type: none"> Read With Me in WDC
EVALUATE		Wellbeing: <ul style="list-style-type: none"> CIRCLE UNCRC Attendance Creative Teaching and Learning: <ul style="list-style-type: none"> Learning for Sustainability Raising Attainment: <ul style="list-style-type: none"> Data Literacy 	Wellbeing: <ul style="list-style-type: none"> Enhanced Provision Emotionworks Creative Teaching and Learning: <ul style="list-style-type: none"> Visible Learning Languages 1+2 Raising Attainment: <ul style="list-style-type: none"> Count With Me in WDC
EXTEND			Wellbeing: <ul style="list-style-type: none"> CIRCLE UNCRC Attendance Creative Teaching and Learning: <ul style="list-style-type: none"> Learning for Sustainability Raising Attainment: <ul style="list-style-type: none"> Data Literacy

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.

Outcomes	Actions	Resource
<p>Learners: Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> All children will feel safe and included in Linnvale Primary. All children will have their individual needs met. All learners in Linnvale will experience interactions, learning experiences and spaces that are enabling, nurturing and that put them at the centre of their own learning. All children at early level will participate in progressive, developmentally appropriate activities to support the development of their emotional literacy and wellbeing. <p>UNCRC</p> <ul style="list-style-type: none"> All children are engaging with UNCRC through our curriculum to increase knowledge of their rights (Article 42 - knowledge of rights) Learners are empowered to have their voice respected and to be taken seriously (Article 12 - respecting children's views). <p>Attendance</p> <ul style="list-style-type: none"> All children will be provided with attendance and latecoming information once a term, and how to take steps to improve 	<p>Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> Children will benefit from an appropriate curriculum that is designed to include universal and targeted supports to support their development. Children will develop their emotional literacy and wellbeing through the use of 'Emotion Works' resource. Identified children will demonstrate their communication skills using appropriate supports e.g visuals, Makaton etc. Identified children at P1 and P2 will be supported through enhanced support, including morning nurture start. <p>UNCRC</p> <ul style="list-style-type: none"> Incorporate UNCRC into the curriculum so that all children experience a minimum of 1 experience per month with a UNCRC focus. Continue with 'Right of the Week' in assembly. Children will be treated with respect and their views taken into account through the variety of pupil voice opportunities within the school. All children will contribute to decisions and discussions on a refresh of the Vision, Values and Aims. <p>Attendance</p> <ul style="list-style-type: none"> Almost all children will have very good attendance at Linnvale Primary - 90% or above. 	<p>Emotion Works resources. Collegiate time (see collegiate calendar)</p> <p>Attendance procedures</p>

<p>this.</p> <ul style="list-style-type: none"> All children will be supported to maintain/improve their attendance. 	<ul style="list-style-type: none"> Children at risk of poor attendance will receive targeted support, including PFSW intervention. 	
<p>Practitioners Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> All practitioners will continue to add to their knowledge and skills needed to support children with additional support needs. All practitioners will feel confident in using the CIRCLE framework, and, where relevant, the SCERTS framework to identify and support additional support needs. <p>UNCRC</p> <ul style="list-style-type: none"> All practitioners will be confident in the use of rights based approaches, modelling these through their daily actions. <p>Attendance</p> <ul style="list-style-type: none"> All practitioners will be fully familiar with the refreshed attendance policy and national guidance which underpins this. Relevant practitioners will be aware of the plans around attendance and late-coming targets and strategies for specific learners. 	<p>Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> All practitioners will deliver progressive, developmentally appropriate activities to support the development of the emotional literacy and wellbeing of children using the Emotion Works. All teachers will use the CIRCLE environment scale in August and January to assess how the environment meets the needs of their learners. All teachers will use the CIRCLE participation scale to analyse additional support needs and inform practice and individual targets for identified pupils. <p>UNCRC</p> <ul style="list-style-type: none"> Incorporate UNCRC curriculum resources into HWB programmes. <p>Attendance</p> <ul style="list-style-type: none"> Practitioners will highlight non-attendance/attendance concerns during tracking meetings. 	<p>Time to complete assessments/environmental reviews Emotion Works resources. Collegiate time (see collegiate calendar)</p> <p>PFSW/clerical time every morning and for follow up actions.</p>
<p>Leaders: Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> Leaders will provide clear expectations for inclusion and the use of CIRCLE to support this. Leaders will work collaboratively with other professionals to progress the model for enhanced provision, now including primary 2, to effectively use spaces, interactions and experiences to support wellbeing and emotional regulation. Leaders will provide clear expectations for the review and development of the health and wellbeing curriculum. <p>UNCRC</p> <ul style="list-style-type: none"> All leaders will communicate expectations for the incorporation of UNCRC, and will promote these rights through their actions and school policy. 	<p>Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> Leaders will work with staff to refresh the emotional literacy and wellbeing curriculum for children. Identify and deliver training opportunities for key staff on Makaton and using visuals and monitor implementation. Leaders will continue to review and evaluate the new model for enhanced provision. <p>UNCRC</p> <ul style="list-style-type: none"> Leaders will support the application process for the RRSA Silver Award. Signposting resources to staff UNCRC and a commitment to children's rights is reflected in 	<p>Emotion Works resources. Makaton training Boardmaker Collegiate time (see collegiate calendar)</p>

<ul style="list-style-type: none"> The ethos and culture of our school reflects a commitment to children's rights, effective participation and positive relationships. <p>Attendance</p> <ul style="list-style-type: none"> All leaders will be involved in implementing attendance protocols through rigorous tracking, monitoring and self evaluation. 	<p>the refreshed Vision, Values and Aims</p> <p>Attendance</p> <ul style="list-style-type: none"> Leaders will follow rigorous attendance procedures to ensure good or very good attendance for all children. Continue to promote and display attendance visuals in the school. 	<p>Clerical/PFSW time as part of daily routine</p>
<p>Families/communities:</p> <p>Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> All families will feel informed and supported in how the school is meeting their child's needs Families with children with additional support needs will have a clear understanding of the processes to assess, plan for and support their child's additional support needs <p>UNCRC</p> <ul style="list-style-type: none"> All parents will have an understanding of Children's Rights, and how they are respected in the school community. <p>Attendance</p> <ul style="list-style-type: none"> Parents and carers of children with attendance below 90% will be aware of the attendance policy, including steps for parental contact, improvement and support. 	<p>Health and Wellbeing Curriculum/Inclusion</p> <ul style="list-style-type: none"> There will be a planned diet of opportunities across the year to encourage parents to support their children's learning and progress through attendance at open afternoons, parents' meetings and Team Around the Child (TATC) meetings. <p>UNCRC</p> <ul style="list-style-type: none"> Clear messaging to parents regarding the UNCRC and opportunities to see how the Rights are respected in the school through leaflets, social media posting and wall displays. <p>Attendance</p> <ul style="list-style-type: none"> School staff will engage with families in a range of individualised, targeted ways to support and improve their attendance. 	<p>Parents meetings Leaflets Social media posts</p>

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

Enhanced Provision/CIRCLE Framework

- Review and Evaluate ESPs to measure impact of strategies to measure if individual targets are being met.
- Feedback from staff - increased confidence in skills in supporting children with additional support needs from baseline (August) - review (May)
- Tracking pupil SHANARRI evaluations - comparison across the session

UNCRC

- Achieve Silver Rights Respecting Schools Award
- Share practice with other ELCCs involved in UNCRC through participation in WDC Networks.

Attendance

- Attendance monitoring calendar tracking
- overall attendance figure from 91% to 92% (improved from 88% last session)

- Improve the attendance of Quintile 1 pupils by 10%

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning and the development of children's skills, enabling achievement in learning, life and work **CREATIVITY** **EMPLOYABILITY**

CREATIVITY

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.

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

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	Actions	Resource
Learners: <i>Learner engagement</i> <ul style="list-style-type: none"> All learners in Linnvale will experience learning experiences that promote the development of the skills outlined in CfE and the 6 WDCs. All learners will demonstrate and understanding of: <ul style="list-style-type: none"> what and how to learn the outcome of assessments, including using formative assessment to identify next steps and how successful they are in their learning. All learners have access to interactions, spaces and experiences that spark their creativity and learning 	<i>Learner engagement</i> <ul style="list-style-type: none"> Children will be able to articulate what the capabilities of an 'excellent learner' and an 'assessment capable learner in Linnvale' are. Children will know how to use feedback that is regular and of a high quality. Children will follow a programme of engagement with the 6WDCs, focusing on 1 a term <ul style="list-style-type: none"> Term 1 - Character Term 2 - Communication Term 3 - Citizenship Term 4 - Collaboration 	Joint collegiate time with school

<p>Learning for Sustainability</p> <ul style="list-style-type: none"> • All learners experience opportunities that allow them to develop an understanding of sustainability principles and practices. • All learners engage in motivating and relevant interdisciplinary activities relating to LfS themes. • All learners experience outdoor learning which is regular, planned and curriculum led. • Learners' LfS achievements in and out of school are recorded. • All learners will have the opportunity to become part of the Eco Group, or to participate in Eco activities. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> • Almost all learners are able to demonstrate what they are learning and why they are learning it, due to the clearly articulated curriculum rationale. <p>Languages 1+2</p> <ul style="list-style-type: none"> • Learners participate in daily routines in Language 2 (L2) consistently from P1 to P7 • Learners experience meaningful, well-planned activities designed to extend knowledge of language • Learners develop listening, speaking, and cultural understanding skills. • Learners engage in structured language learning for L3 • Learners are able to articulate the value of learning another language 	<ul style="list-style-type: none"> • Environments developed in partnership with the children allow learners to demonstrate increased participation, using measures such as CIRCLE, and the Leuven's Scale. <p>Learning for Sustainability</p> <ul style="list-style-type: none"> • Continue to implement a minimum of one IDL per year with a LfS focus, planned across early level. • All learners will engage with quality forest kindergarten sessions across the year. • All learners will participate in a range of experiences that contribute to our next Green Flag. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> • The curriculum rationale is displayed in the school, and learners are able to contribute to and talk about it. <p>Languages 1+2</p> <ul style="list-style-type: none"> • Implement WDC Languages 1 + 2 Strategy Plan I • Implement structured language programmes for L3 from P5 onwards through participation in the French Christmas project in term 2. 	
<p>Practitioners:</p> <p>Learner engagement/Visible Learning</p> <ul style="list-style-type: none"> • All practitioners will engage fully in year 2 visible learning activities. • All practitioners engage in training on the 6 WDCs and planning IDL. • All practitioners will contribute to and follow new whole school guidelines on feedback to develop our assessment capable learners. • Practitioners will be confident in planning learning, teaching 	<p>Learner engagement/Visible Learning</p> <ul style="list-style-type: none"> • All practitioners will develop their knowledge and skills on making informed decisions based on evidence. • All practitioners will participate in a visible learning impact cycle based on evidence that they have gathered. • All practitioners will follow a programme of engagement with and delivery of the 6WDCs, focusing on 1 a term <ul style="list-style-type: none"> ○ Term 1 - Character ○ Term 2 - Communication ○ Term 3 - Citizenship 	<p>Shared collegiate on developing the 6WDCs Time for Eco Schools application Time in August in-service for Curriculum Rationale development</p>

<p>and assessment (indoors and outdoors) that develop skills progressively.</p> <ul style="list-style-type: none"> All practitioners will be familiar with LfS. <p>Learning for Sustainability</p> <ul style="list-style-type: none"> Confident in developing and implementing Project - Based Learning, engaging in interdisciplinary and outdoor activities that focus on LfS. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> All staff will develop a clear understanding of what we want for our children at Linnvale and how we are going to achieve it by contributing to the development of a curriculum rationale. All staff will be able to articulate the curriculum rationale and build into their planning. <p>Languages 1+2</p> <ul style="list-style-type: none"> Practitioners will demonstrate confidence in planning engaging, well-paced, and suitably challenging learning experiences for modern languages. Practitioners at second level will engage fully with French Christmas topic in term 2. 	<ul style="list-style-type: none"> Term 4 - Collaboration All practitioners will plan engaging lessons, taking into consideration progression, pace and challenge. All practitioners will contribute to the development of nurturing and inclusive learning environments. <p>Learning for Sustainability</p> <ul style="list-style-type: none"> Teachers will continue to plan and implement a minimum of one IDL per year with a LfS focus. Key teachers will be involved in running the Eco group and completing the application for the next Green Flag. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> All staff will participate fully in collegiate sessions that lead to the development of a curriculum rationale. All staff will use the curriculum rationale to plan for and with the children. <p>Languages 1+2</p> <ul style="list-style-type: none"> Practitioners will plan and implement weekly lessons in language 2 (Spanish) Practitioners at second level will be involved in the delivery of French Christmas L2 topic. 	
<p>Leaders:</p> <p>Learner engagement</p> <ul style="list-style-type: none"> Leaders will engage fully in year 2 visible learning activities. Leaders will deliver training and provide clear expectations on the development of the 6WDCs. Leaders will develop new whole school guidelines on feedback to develop our assessment capable learners. Leaders will ensure adequate resources are available to support outdoor learning and learning through play. <p>Learning for Sustainability</p> <ul style="list-style-type: none"> Leaders develop a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships. 	<p>Learner engagement</p> <ul style="list-style-type: none"> Develop a professional learning programme for the implementation of year 2 of visible learning. Develop a professional learning programme to develop a shared understanding and approach to developing the 6WDCs. Create draft guidelines on feedback to be shared and developed by staff. Work with practitioners to develop planning and documentation to reflect skills progression. <p>Learning for Sustainability</p> <ul style="list-style-type: none"> Evaluate current LfS practices using https://education.gov.scot/media/usdd0j0b/frwk11-lfs-frameworkrk.pdf Develop ELCC strategy for LfS, inline with school strategy. Support practitioners to complete Bronze Award application. 	<p>Shared collegiate on developing the 6WDCs Time for Eco Schools application Time in August in-service for Curriculum Rationale development</p>

<ul style="list-style-type: none"> Promote dialogue and action towards a whole school approach to LfS, with particular emphasis on progression in learning. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> Leaders will work with practitioners, parents and children to develop a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships. 	<p>Curriculum Rationale</p> <ul style="list-style-type: none"> Leaders will work with practitioners to develop a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships. 	
<p>Families/communities:</p> <p>Learner engagement</p> <ul style="list-style-type: none"> Increase knowledge and information shared with parents in relation to the 6 WDCs, outdoor learning and learning through play. Families will be aware of the language of learning and skills at home. All families will be knowledgeable about the progress their child is making and what progress looks like for their child. <p>Learning for Sustainability</p> <ul style="list-style-type: none"> Foster a community-wide understanding of and participation in sustainability practices and Eco Schools progress. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> Involve parents and carers in the development of a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships. <p>Languages 1+2</p> <ul style="list-style-type: none"> Have the opportunity to participate in events promoting language learning. Effective curricular transition planning across the learning community regarding 1+2 for both L2 and L3. 	<p>Learner engagement</p> <ul style="list-style-type: none"> Increase opportunities to share information with parents regarding the 6WDCs, IDL and outdoor learning through stay and play, information sessions and family learning opportunities. The language of learning and skills is shared between home and school. Pupil progress is shared with families at key points throughout the year. <p>Learning for Sustainability</p> <ul style="list-style-type: none"> Increased opportunities for showcases and open afternoons to share LfS work, including Eco Schools. <p>Curriculum Rationale</p> <ul style="list-style-type: none"> Encourage parents to contribute to the development of a curriculum rationale through finding out what matters to them about their children's education. Share new curriculum rationale with parents when completed. <p>Languages 1+2</p> <p>Families will have the opportunity to share their children's learning following the French Christmas project.</p>	<p>Planned calendar of parental involvement</p>
<p>Performance Measures / Targets - How we will evidence the impact on outcomes</p>		
<p>Learner engagement</p> <ul style="list-style-type: none"> VL Walkthroughs and evidence gathering (including questionnaires and focus groups) will demonstrate improvements in making learning visible and quality of feedback. Evidence of 6WDCs being used by children and practitioners evidenced in plans and observations. Outdoor learning questionnaire for pupils and staff - comparison August '24/June '25 CIRCLE evaluations (Pre and posts) 		

- Evidence of 6WDCs being used by pupils and practitioners evidenced in plans and walkthroughs.

Learning for sustainability

- Use results of <https://education.gov.scot/media/usdd0j0b/frwk11-lfs-framework.pdf> as baseline.

Languages 1+2

- Gather evidence of L2 displays in term 1 and term 3 - compare
- Evidence of participation in L3 at second level through showcase in December.

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
Learners: Data Literacy <ul style="list-style-type: none"> Learners will benefit from intelligence led action planning to tailor learning outcomes to specifically target attainment gaps for specific individuals, groups and cohorts. Count With Me in WDC <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. Read With Me in WDC <ul style="list-style-type: none"> Learners' benefit from appropriate, proportionate and timely support including specialist input where required. Learners will be able to talk about their reading with confidence. Learners will develop strong oral language skills as the foundation of learning to read and write. Learners' benefit from appropriate, proportionate and timely support including specialist input where required. All learners experience opportunities that allow them to develop an enjoyment of books and reading. 	Data Literacy <ul style="list-style-type: none"> Children will access a range of support through universal experiences and target groups/identified pupils through a range of well chosen interventions. Count With Me in WDC <ul style="list-style-type: none"> Children will have access to experiences that promote numeracy skills, and form the foundations of number talks. Children will experience a range of numeracy support, including target groups/identified pupils through a range of well chosen interventions. Read With Me in WDC <ul style="list-style-type: none"> Continue to develop the reading culture in Linnvale through participation in learning opportunities guided by pedagogy such as 'Word Aware' and 'Rhyme Aware', and the use of the lending library. Continue to develop the reading culture in Linnvale. All children will participate in the cluster literacy project based on 'The Squirrels Who Squabbled' by Rachel Bright and Jim Field. All pre-school and P1 children to be gifted 'The Squirrels Who Squabbled' Rachel Bright and Jim Field All pre-school children will go on an ELCC visit to the local 	Time with EST and for tracking meetings <i>'The Squirrels Who Squabbled' by Rachel Bright and Jim Field.</i> Local Library visit.

<ul style="list-style-type: none"> Learners will develop strong oral language skills as the foundation of learning to read and write. All learners will experience their local library and have the opportunity to get their own library card. 	library.	
<p>Practitioners: Data Literacy</p> <ul style="list-style-type: none"> All practitioners will have improved data interpretation skills from support given as part of the Data Literacy Action Plan. <p>Count With Me in WDC</p> <ul style="list-style-type: none"> All teachers are: <ul style="list-style-type: none"> confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies. skilled in delivering high-quality Concrete, Pictorial, Abstract learning experiences (CPA). skilled in assessing gaps in numeracy leading to more robust planning. knowledgeable 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. <p>Read With Me in WDC</p> <ul style="list-style-type: none"> Confident in planning engaging, well paced and challenging reading experiences which will involve a variety of approaches to teaching and assessing reading. Skilled in using a variety of reading strategies including Reading Circles, Guided Reading , Shared Reading and Reciprocal Reading. Confident in delivering high quality sessions to develop reading skills. Confident in measuring and sharing the impact of the literacy intervention. 	<p>Data Literacy</p> <ul style="list-style-type: none"> The new data lead will attend sessions throughout the year to develop their data literacy. Term 1 tracking meetings will incorporate discussion using the EPR data set, with a focus on data over time. Data will be used to determine attainment gaps for individual cohorts. <p>Count With Me in WDC</p> <ul style="list-style-type: none"> All practitioners will continue to plan and implement a range of experiences that support and promote the development of numeracy. <p>Read With Me in WDC</p> <ul style="list-style-type: none"> Engage in CLPL 'Come Read to With Me in WDC' Implement revised approach to planning and assessment of reading. Use 'Reading Schools Questionnaire' to establish a baseline of staff attitudes to reading, then repeat at the end of the project. Participate in collegiate sessions to refresh on Word Aware and Reciprocal Reading delivery. Deliver quality literacy experiences to children with a focus on developing early literacy skills. Participate in sharing event at the end of the block as a moderation exercise. 	<p>Time:</p> <ul style="list-style-type: none"> August in-service Termly tracking meetings <p>Cover for data lead training</p> <p><i>Collegiate time:</i> 11/9/25 3:30-4:30 Session1: Introduction - why literacy? Minimum 1 practitioner per establishment 2/10/25 3:30-4:30 Session 2: Sharing the plan for delivery of 'The Squirrels Who Squabbled' 4/12/25 3:30-4:30 Session 3: Sharing event</p>
<p>Leaders: Data Literacy</p>	<p>Data Literacy</p> <ul style="list-style-type: none"> Data lead and HT will: 	<p>Time:</p> <p>Data leads</p>

<ul style="list-style-type: none"> • Data Leads will demonstrate: <ul style="list-style-type: none"> ◦ a continued increased confidence and expertise in the use of data to plan improvement for specific individuals, groups and cohorts • Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions. <p>Count With Me in WDC</p> <ul style="list-style-type: none"> • All leaders will clearly communicate expectations for the delivery of maths and numeracy that raises attainment and narrows the poverty related attainment gap. <p>•</p> <p>Read With Me in WDC</p> <ul style="list-style-type: none"> • Clearly communicated expectations for the learning, teaching and assessment of reading that provides children with a strong foundation on which to raise attainment and narrows the poverty related attainment gap. • <i>Skilled in developing an engaging series of literacy sessions based around a book.</i> • <i>Clearly communicated expectations for the developing literacy skills across Early Level.</i> 	<ul style="list-style-type: none"> ◦ Implement Data Literacy Action Plan. ◦ Embed Area of Focussed Attention approach in line with tracking and monitoring calendar. ◦ Update Establishment Data Pack. <p>Count With Me in WDC</p> <p>Review maths and numeracy curriculum and refresh planning process.</p> <p>Read With Me in WDC</p> <ul style="list-style-type: none"> • Embed reading professional development in collegiate, quality assurance and assessment calendar. • <i>Small group of LLC leaders to work on the development of a series of literacy sessions based around 'The Squirrels Who Squabbled' by Rachel Bright and Jim Field to be shared with all LLC ELCCs.</i> • <i>Deliver/arrange literacy refresher sessions for staff.</i> • <i>Deliver family learning sessions.</i> 	
<p>Families/communities:</p> <p>Data Literacy</p> <ul style="list-style-type: none"> • Parents and families will be aware of relevant attainment information from Standards and Quality reports and other relevant communication. <p>Count With Me in WDC</p> <ul style="list-style-type: none"> • Families will be aware of how to support active numeracy and maths learning at home. <p>Read With Me in WDC</p> <ul style="list-style-type: none"> • Families increase their knowledge on how to support the development of reading. 	<p>Data Literacy</p> <ul style="list-style-type: none"> • Relevant data will be shared with parents at key points in the year. <p>Count With Me in WDC</p> <ul style="list-style-type: none"> • Deliver family learning sessions. <p>Communicate revised on social media platforms. Include links to family learning materials Campus@WDC.</p> <p>Read With Me in WDC</p> <ul style="list-style-type: none"> • Deliver family learning sessions. • Communicate revised on social media platforms. Include links to family learning materials Campus@WDC. • <i>Use 'Reading Schools Questionnaire' to establish a baseline of parental attitudes to reading, then repeat at the end of the project.</i> • <i>Attend family learning sessions.</i> 	<p>Family learning opportunities for literacy and numeracy</p>

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

Monitoring visits/direct observation: Majority of practitioners are deliver high quality literacy project by November 2025.

Monitoring Data :

- Increase the number of children achieving a year or more progress in a year to 85% across the school in reading and spelling.
- Increase the number of children achieving at the expected level in maths to 70% across the school.
- Increased attainment in baseline by XX
- All pre-school children are registered with the library

Seeking views:

- Achieve Gold Reading Schools Award
- Google form 'Reading Schools Questionnaire' to staff and parents demonstrates increase in positive attitudes towards reading.