



Dalreoch Primary & ELCC Improvement Plan

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

Session (2025-2026)

WDC Outcomes aligned with NIF 2025

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)	<p>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.</p> <p>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.</p>	<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>	<p>High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap</p> <p>Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.</p>	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

WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
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	SCHOOL 2025-2026	ELCC 2025-2026
ENGAGE	Count With Me (All - Year 2) National Writing Programme (Pr. 4) Read With Me (All - Year 2) Assessment & Moderation (Year 3 - periodic) Visible Learning - Feedback That Makes Learning (Year 2)	PATHS / Emotion Works / UNCRC WDC Competencies & Skills for LLW Count With Me (Year 2) Read With Me (All - Year 1)
EMBED	Collaborative approaches to planning for learning WDC Competencies & Skills for LLW Emotion Works (Year 3) CIRCLE Framework (Year 3) Visible Learning - Developing Visible Learner (Year 1)	
EVALUATE		Planning, tracking and assessment
EXTEND	Playful Pedagogy (Year 2) UNCRC	Forest School & Outdoor Play / Outdoor Spaces
	LLC: https://docs.google.com/document/d/1mFascngCkkVmbHLjJ5xt67gphvdIcffw/edit?usp=drivesdk&oid=115220776707624177965&rtpof=true&sd=true https://docs.google.com/document/d/1dRVmwUIXV987-ubke8NAvzyd9biff601/edit?usp=drivesdk&oid=115220776707624177965&rtpof=true&sd=true	Milestones https://docs.google.com/spreadsheets/d/1rghAmhNDdayEuRW6r2BS5p00GWdQ4hw0/edit?usp=sharing&oid=115220776707624177965&rtpof=true&sd=true

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners: <ul style="list-style-type: none"> Learners will regularly share their views through structured dialogue and feedback mechanisms (e.g. learning conversations, SHANARRI check-ins), ensuring their voice is meaningfully acted upon in line with UNCRC Article 12. All learners will demonstrate improved emotional literacy and vocabulary, with identified pupils receiving enhanced support through the allocation of a trusted key adult (Learning Assistant) to support emotional regulation and connection. 	<ul style="list-style-type: none"> Review and enhance the Health and Wellbeing (HWB) programme to strengthen use of Emotion Works, CIRCLE, and Up, Up & Away — with a focus on inclusive pedagogy, assessment, and tracking of learners, including those with Additional Support Needs (ASN). Deliver targeted Learning Assistant training on using PATHs and Emotion Works to support the emotional development of identified pupils. Embed pupil voice activities (e.g. wellbeing check-ins, target reviews) to ensure learners are meaningfully involved in their own planning. Engage in cycle of learner voice opportunities (e.g. termly SHANARRI learning conversations, pupil 	<p>Staff time for learning conversations (timetabled)</p> <p>SHANARRI digital survey tool</p> <p>Posters / visuals to support conversations</p> <p>UUA/CIRCLE Champions</p> <p>1.5 FTE Learning Assistants (funded via PEF)</p> <p>Emotion Works resources (manuals, visuals, toolkits)</p> <p>Team planning time (e.g. LA/CT syncs)</p>

	focus groups).	
Practitioners: <ul style="list-style-type: none"> Confidently use the CIRCLE Framework and Up, Up & Away to ensure inclusive classroom practices and supportive learning environments, addressing both physical and social barriers. All staff plan and deliver high-quality, progressive HWB learning and assessment, ensuring continuity and relevance across the curriculum. Staff critically reflect on and apply the school's Positive Behaviour Commitments – Relationships, Routine, Recognition, and Repair – to create safe, nurturing and inclusive environments for all learners. 	<ul style="list-style-type: none"> Create and maintain a dedicated pupil voice spaces in all learning environments to allow children to share their views (linked to UNCRC Article 12). Embed the language of SHANARRI and UNCRC across learning, displays, and interactions. Develop and implement termly strategic HWB planners, differentiated by need / level <ul style="list-style-type: none"> Early Level: PATHS First Level: Homunculi All Levels: Emotion Works Implement the UUA, CIRCLE Participation Scale (CPS) and Inclusive Classroom Scale (CICS) as part of a planned cycle, supporting inclusive evaluation and adaptation. 	<p>Time for walkthroughs (CICS/CPS)</p> <p>Copies of UUA, CIRCLE Inclusive Classroom Scale & Participation Scale</p> <p>Display materials (SHANARRI prompts, UNCRC posters)</p> <p>Digital planning templates</p> <p>Access to HWB resource bank (Emotion Works, PATHS, Homunculi)</p> <p>Staff time during collegiate sessions</p>
Leaders: <ul style="list-style-type: none"> Leaders will ensure all learners experience coherent progression in health and wellbeing by embedding inclusive and rights-based approaches across the school and ELCC, aligning with 'The Promise', GIRFEC and local authority guidance. 	<ul style="list-style-type: none"> Establish a whole-school HWB tracking system aligned with SHANARRI and CIRCLE tools (e.g. CICS, SPQ, CPS). Lead a review of current practice in ELCC care plans and align with national guidance and The Promise. Facilitate staff learning on The Promise, linking to case studies and practice reflection. 	<p>Admin time to build tracking spreadsheets</p> <p>SLT leadership time for strategic planning (e.g. termly HWB audits)</p> <p>Access to "iPromise" training materials</p> <p>Time allocation for HWB champions</p> <p>SLT coaching slots to build staff capacity</p>

	<ul style="list-style-type: none"> • Monitor and evaluate HWB learning through SLT learning visits, pupil voice, and planning reviews. • Empower staff champions (e.g. CIRCLE / UNCRC / Emotion Works) to lead localised improvements and build capacity. 	<p>ELCC moderation time during in-service</p> <p>Staff release time for care plan reflection / rewrite</p> <p>Access to national guidance materials</p> <p>Impact Cycle 1 (SLT Learning Visits) UUA assessment and CIRCLE CICS & SPQ</p>
<p>Families/communities:</p> <ul style="list-style-type: none"> • Families are active participants in setting and reviewing wellbeing targets for their child, and demonstrate understanding of the CIRCLE inclusive practices that support progress in school and at home. • Parents and carers will increase their understanding of Emotion Works and how to support their child's emotional wellbeing at home. • Families will show increased awareness of the school's vision, values, and Positive Behaviour Commitments, contributing to a consistent and supportive ethos across home and school. 	<ul style="list-style-type: none"> • Host a family learning sessions on Emotion Works and CIRCLE strategies, co-delivered by staff and pupils. • Provide accessible home-school tools (leaflets, postcards, videos) to reinforce shared strategies. • Include parents/carers in target-setting conversations (e.g. TATC meetings, planning reviews), using clear and inclusive language. • Share visual summaries of school values and Positive Behaviour Commitments through newsletters and social media. • Involve families in shaping the curriculum and ethos through working groups or feedback panels 	<p>Refreshments / materials budget for HWB workshops</p> <p>Leaflet printing (CIRCLE, Emotion Works, Positive Behaviour Commitments)</p> <p>Time from staff to organise session</p> <p>Social media posts</p> <p>Digital tools (Padlet or Forms) for gathering views</p>
<p>Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</p>		

Direct Observation	Monitoring Data	Seeking Views
Inclusive Practice: 100% of learning spaces will visibly reflect inclusive CIRCLE/UUA strategies by November 2025, verified through SLT learning walks (Impact Cycle 1).	HWB Tracking: 100% of identified pupils will have termly updated SHANARRI targets documented in learning profile / care plan by each term's end.	Learner Voice: 90% of learners will report, through SHANARRI surveys, that their voice is valued and acted upon by April 2026.
Emotion Vocabulary: By March 2026, all classes will show consistent use of Emotion Works visuals and language during check-ins, observed during SLT drop-ins.	CIRCLE Data Use: CIRCLE Inclusive Classroom Scale (CICS) and Participation Scale (CPS) will be completed twice (October and May) with 80% of classes showing positive shift.	Family Engagement: 75%+ of families participating in HWB events or workshops will report increased confidence in supporting their child's emotional wellbeing at home (surveyed after workshops).
Positive Behaviour Commitments: By December 2025, 100% of observed classes will demonstrate active use of school-wide commitments: Relationships, Routine, Recognition, Repair.	Attendance & Engagement: Targeted pupils (PEF group) will demonstrate a 5% improvement in attendance and engagement from August 2025 baseline by May 2026.	Staff Reflection: 100% of staff will complete a self-evaluation of Positive Behaviour Commitments twice per year, with improvement actions logged (October & March).
Article 12 Spaces: Dedicated pupil voice/display areas established in 100% of classes by September 2025 and refreshed termly, evidenced during learning walks.	Strategic HWB Planning: 100% of staff will submit termly HWB plans aligned with CIRCLE, SHANARRI and UNCRC. Moderation in November and March will confirm progression.	Staff Views on CLPL Impact: 90% of staff will report increased confidence in inclusive HWB teaching following PATHS/Emotion Works/CIRCLE CLPL, via post-CLPL feedback forms.
Learning Conversations: All learners will participate in at least two structured learning conversations with their CT or LA per term, recorded and moderated through collegiate working.	Implementation of Resources: All levels will evidence implementation of Emotion Works; Early Level – PATHS; First Level – Homunculi through planning and observations by March.	Pupil Focus Groups: Run termly focus groups with diverse pupil voice (ASN, PEF, EAL) to explore sense of belonging, respect, and relationships; aim for 80% positive responses by June 2026.

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

CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
<p>Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.</p> <p>An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality.</p>

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: <ul style="list-style-type: none"> All learners will experience enabling, nurturing and inclusive learning environments, where they are central to the learning process. Pupil voice will consistently inform planning, resulting in more personalised and engaging learning. Learners will demonstrate increased awareness of global issues and sustainability through learning across the 4 contexts. All learners will demonstrate progression across the 	<ul style="list-style-type: none"> Develop consistent approaches to observation and documentation to capture achievement in literacy, numeracy, and wider skills. Embed targeted strategies during playful experiences to develop self-regulation, conflict resolution, and positive peer interactions. Engage in planned outdoor and forest learning experiences to enhance engagement and skills development. 	<p>P1-3 Floorbooks</p> <p>P4–7 digital portfolios linked to SDS (e.g. Google Sites, Padlet)</p> <p>PEF - Padlet subscription & iPads for vlogs</p> <p>Staff time to document & reflect on observations</p> <p>WDC 6C's Progression Pathways, booklet/posters</p>

6C's through integrated learning experiences.		<p>Visual prompts & classroom resources linked to 6Cs</p> <p>Forest school kit / clothing</p>
<p>Practitioners:</p> <ul style="list-style-type: none"> All staff will plan and deliver high-quality learning using WDC 6C's to ensure challenge, pace, engagement and creativity. Practitioners will confidently plan and deliver learning across all spaces (indoor and outdoor), ensuring active participation, purposeful play/collaboration, and progression in skills. Staff will plan with a focus on adult-led, adult-initiated and child-led learning, ensuring responsive pedagogy. 	<ul style="list-style-type: none"> Utilise WDC pathways to embed the 6C's into approaches to learning, teaching and assessment, <u>ELCC</u>: Participate in collegiate sessions to refresh and apply Froebelian Principles in practice. <u>ELCC</u>: Build on film and screen training enhance practitioner skills in multimedia approaches. Design progressive outdoor learning programmes linked to skill development awards (e.g., RSPB, Hi-5, John Muir) Continue collaborative planning and CLPL to deepen understanding and delivery of playful pedagogy. Expand play-based approaches and develop learning spaces that promote high-quality literacy and numeracy learning. Develop and embed responsive planning cycles informed by pupil success, misconceptions, and interests. 	<p>EEL: Copies of Froebel principles; Time for ELCC collegiate sessions</p> <p>Meg/Kieran: cascade knowledge</p> <p>Planning templates and examples</p> <p>Cameras/tablets for documenting learning provocations</p> <p>Word Aware and Talk for Writing prompts on displays</p> <p>Concrete maths/literacy resources for play (Numicon, loose parts)</p> <p>Oneery guidance document for ongoing evaluation and refinement of spaces</p> <p>Impact Cycle 2 - peer visits</p>
<p>Leaders:</p> <ul style="list-style-type: none"> Leaders will establish and implement a clear, progressive rationale for 'playful pedagogy' which drives high aspiration and addresses poverty-related attainment gaps. Leaders will ensure the school's curriculum rationale reflects a commitment to children's rights, pupil participation, positive relationships and progression for all 	<ul style="list-style-type: none"> Facilitate staff collaboration to integrate research and best practice in playful learning experiences and environments (Campus IDL projects) Monitor and quality assure playful pedagogy implementation to ensure impact and continuous 	<p>Dalreoch Framework for L, T & A</p> <p>Dalreoch Framework for Self Evaluation</p> <p>Time for SLT walkthroughs</p> <p>Admin time to collate IDL examples and learner</p>

learners.	improvement. <ul style="list-style-type: none"> Review and refresh cyclical responsive and intentional planning processes, including observation, interpretation, and documentation of learning 	voice evidence
Families/communities: <ul style="list-style-type: none"> Families will be engaged in school life through regular 'Sharing the Learning' events and opportunities to provide feedback on curricular experiences. 	<ul style="list-style-type: none"> Actively involve families through workshops to increase understanding and support of play pedagogy at home. 	Venue set-up and materials for events (tea/coffee, take-home kits) Leaflets / flyers explaining play pedagogy / 6Cs Feedback tools (Forms, QR survey posters) Home packs / postcards on play / 6Cs Visual/ video overviews of learning shared via newsletters or Padlet
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		
Direct observation	Monitoring Data	Seeking Views
<ul style="list-style-type: none"> By the end of each term, observe and document learner engagement in outdoor and forest learning in at least 80% of sessions, noting development in skills and wellbeing using a standardised observation checklist (to be devised - use Leuven / oneery example on Padlet?). Evaluate the balance and quality of play delivery, specifically adult-led, adult-initiated, and child-led learning experiences, in at least 80% of observed sessions in P1-4 by end of term 2026. Observe and record integration of global issues and sustainability themes in learning activities in at least 75% of observed lessons each term. 	<ul style="list-style-type: none"> Review curriculum plans quarterly for documented integration of global citizenship and sustainability themes, targeting 100% inclusion in termly curriculum overviews. Monitor leuven scales of engagement monthly to track implementation of self-regulation and positive peer strategies, aiming for a 20% reduction in related incidents within targeted groups by term end. Record family participation rates in workshops and 'Sharing the Learning' events, aiming for at least 60% of families engaged each term. Evidence pupil voice and responsive planning in 100% of 	<ul style="list-style-type: none"> Survey families after workshops, aiming for 70% reporting increased understanding and confidence supporting play pedagogy at home within one month of the event. Collect staff feedback post-CLPL sessions, targeting 80% of participants reporting increased confidence in embedding 6Cs and playful pedagogy within 2 weeks of training. Facilitate termly pupil focus groups to demonstrate increasing ability to articulate understanding and progress of WDC 6 Cs,

<ul style="list-style-type: none"> Observe practitioner application of CLPL knowledge (6Cs, playful pedagogy, outdoor learning) in 90% of teaching sessions by term end, using a reflective observation framework. Observe leadership facilitation of curriculum rationale integration in 100% of scheduled staff meetings and planning sessions each term, noting evidence of inclusion and equity focus. 	IDL planning documents, showing breadth, depth, and application.	Target: participation from at least 75% of targeted pupils. <ul style="list-style-type: none"> T1: character and collaboration. T2: communication and creativity. T3: critical thinking skills. T4: citizenship
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Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in attainment, particularly in literacy and numeracy.
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: <ul style="list-style-type: none"> Numeracy: All learners continue to experience high-quality, progressive learning in numeracy that enables them to become confident and capable, applying their skills across contexts. Literacy: Learners become confident readers and communicators, with strong oral language as the foundation for literacy. They receive timely and 	<ul style="list-style-type: none"> Engage in Count With Me lessons using concrete–pictorial–abstract approaches and Number Talks. Participate in school-wide reading and writing opportunities (e.g. National Writing Programme – P4). Engage in learning around the value of attendance (assemblies, discussions, class check-ins). 	Count With Me resource packs and manipulative (Numicon, rekenreks, tens frames) Concrete–Pictorial–Abstract visual aids Digital access for home use (e.g. Topmarks) Reading books matched to phonics stage

<p>proportionate support, including targeted interventions.</p> <ul style="list-style-type: none"> Attendance: Children and families are supported to ensure maximum attendance, enabling sustained engagement and participation in learning. 		<p>PEF: Phonics / vocabulary resources</p> <p>Time with targeted support staff</p> <p>Visual displays and class trackers for attendance</p> <p>Attendance lesson pack (working group created)</p> <p>Staff time for 1:1 check-ins or restorative chats</p>
<p>Practitioners:</p> <ul style="list-style-type: none"> Numeracy: All practitioners confidently plan and deliver well-paced, engaging numeracy lessons using a range of methodologies, underpinned by robust assessment of learners' needs. Literacy: Practitioners design and deliver progressive, impactful programmes in reading, writing, and listening & talking. They use a variety of approaches to meet learners' needs. Planning & Tracking: Staff develop confidence in responsive planning based on tracking data and professional judgement, with a shared understanding of progress over time. 	<ul style="list-style-type: none"> Use WDC Count With Me planners and assessments to identify gaps and strengths. Daily delivery of Number Talks to reinforce numeracy skills. Engage in CLPL and professional dialogue around the Read With Me planners and phonics instruction. P4 teacher to participate in National Writing Programme and cascades information to team. Co-create monthly strategic planners targeting group/individual progress. Use data to determine expected progress and plan accordingly (develop a clear understanding on what one year's progress looks like for whole class / groups / individuals). ELCC: Audit balance of CfE Es & Os to ensure coverage across curriculum. 	<p>Literacy CLPL session (Read With Me / Vocabulary / Phonics)</p> <p>Access to literacy planners and tracking tools</p> <p>Time to co-plan and moderate reading/writing across stages</p> <p>EPR dataset analysis tools</p> <p>WDC BGE toolkit and benchmark guidance</p> <p>Time for termly tracking/planning meetings</p> <p>Moderation time with LLC or Campus</p> <p>P4 National Writing Programme.Collegiate to share information.</p> <p>Tracking Meetings - intelligence led action planning to tailor learning outcomes to specifically target attainment gaps for specific individuals, groups and cohorts.</p>

<p>Leaders:</p> <ul style="list-style-type: none"> • Numeracy: Leaders clearly communicate expectations for high-quality learning, teaching and assessment in numeracy and oversee the implementation of the Count With Me programme. • Literacy: Leaders drive consistency in the teaching of reading and writing, building staff capacity through collaborative moderation and CLPL. • Attendance: Leaders analyse trends and remove barriers to attendance, working collaboratively across the Local Learning Community. 	<ul style="list-style-type: none"> • Refresh and communicate the school's numeracy strategy and planning expectations. • Embed CLPL for numeracy (Count With Me) and literacy (phonics, Word Aware) into calendar. • Monitor digital support tools (e.g. Reading Wise, Big Maths) for impact and equity. • Support moderation of reading and writing across stages. • Promote attendance using data to inform targeted interventions. • Lead collaborative review of literacy curriculum and responsive planning approaches. 	<p>Time to organise and facilitate CLPL sessions</p> <p>Impact Cycle 3: SLT classroom visits</p> <p>Use of SEEMiS, EPR, and engagement logs</p> <p>Attendance dashboards / trackers</p> <p>Time to coordinate TATC</p> <p>Time to lead cross-stage moderation</p> <p>Support materials for moderation</p> <p>Shared moderation folders/templates for evidence gathering</p>
<p>Families/communities:</p> <ul style="list-style-type: none"> • Families understand how to support literacy and numeracy at home through accessible information and interactive opportunities. • Families are supported to understand the importance of attendance and how they can contribute to improvements. • Strong home-school links are established through shared learning opportunities and clear, consistent communication 	<ul style="list-style-type: none"> • Provide Word Aware Padlet with weekly vocabulary and at-home activities. • Share numeracy home learning (including ELCC). • Distribute leaflets or infographics on how to support reading, writing, and attendance. • Invite families to participate in literacy events (e.g. First Level writing showcase). • Use Family Learning sessions to promote confidence in supporting homework and daily learning routines. 	<p>Word Aware Padlet and printable vocab activities</p> <p>Numeracy home learning packs or video tutorials</p> <p>Infographics on importance of attendance</p> <p>Monthly attendance reports or updates sent home</p> <p>School newsletter space for attendance themes</p> <p>Feedback forms to evaluate family understanding</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

Direct observation	Monitoring Data	Seeking Views
<p>By December 2025, at least 80% of classes will deliver daily number talks and CPA-based sessions, evidenced through two observation cycles.</p> <p>By February 2026, all classes observed during literacy learning visits will be rated as 'Good' or above using the school's QA criteria.</p> <p>Termly reviews of dynamic planners for literacy, numeracy, and HWB will demonstrate increased personalisation and effective next steps.</p> <p>By March 2026, at least 90% of classes will conduct regular attendance-focused discussions or check-ins, as evidenced through two observation cycles.</p> <p>By June 2026, at least 3 family learning events (including assemblies) focused on literacy and numeracy support will be observed, with a minimum 70% participation rate of invited families.</p>	<p>By May 2026, school-level numeracy attainment in Primary 1/4/7 will increase by at least 5% from June 2025 baseline.</p> <p>By April 2026, 80% of pupils in targeted literacy interventions will make more than 12 months' progress over 1 year, tracked via pre- and post-assessments.</p> <p>For learners in SIMD 1 or 2 using Reading Wise from Sept 2025, 75% will achieve 6+ months' progress by Dec 2025.</p> <p>Termly review of EPR datasets will show clear identification and reduction of attainment gaps within each cohort (baseline in Sept 2025, compared each term)</p> <p>Targeted P4 cohort shows 5%+ improvement in writing levels by June 2026, using moderation and tracking data.</p> <p>By May 2026, overall pupil attendance rates will increase by 3% from the baseline recorded in September 2025, with a 5% reduction in persistent absenteeism among pupils from SIMD 1-3.</p> <p>By May 2026, behaviour incident reports will decrease by 10% compared to the previous academic year, accompanied by an increase in learner engagement as measured through regular engagement checklists (Leuven) and LPNs.</p>	<p>By March 2026, termly learner surveys will demonstrate a 10% increase in positive attitudes toward attendance and engagement compared to the baseline survey completed in September 2025.</p> <p>By June 2026, at least 75% of parents and carers responding to surveys will agree that they understand the importance of attendance and their role in supporting it.</p> <p>By May 2026, 80% of practitioners will report confidence in implementing attendance improvement strategies, as measured by a staff survey.</p> <p>Termly learner surveys show increased enjoyment and confidence in numeracy and reading (baseline established in Sept 2025.)</p>

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

EMPLOYABILITY

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All learners will: <ul style="list-style-type: none"> Set clear learning goals and identify next steps. Clearly explain what they are learning and why. Describe how to move forward in their learning. Know effective strategies to use when they are stuck. 	<ul style="list-style-type: none"> Encourage all learners to regularly reflect on their development using learning dispositions and the four capacities. Use varied formative assessment strategies (e.g., random selection, “no hands up” questioning) to gather authentic learner feedback and views. Create and maintain ‘learning-rich’ classroom environments featuring visual prompts such as 	Visual supports: Learning Pits, disposition posters, growth mindset displays Weekly reflection tools (journals, voice notes, pupil-led slides) Timetabled learning conversations (CT / LA) iPads for capturing voice (video/audio)

<ul style="list-style-type: none"> • View mistakes as valuable learning opportunities. • Actively take and use feedback to improve. 	<p>disposition posters, annotated work samples, interactive learning pits, and help desks.</p> <ul style="list-style-type: none"> • Provide structured opportunities for learners to engage in self and peer-assessment activities related to LI / SC. 	<p>Access to WDC 6Cs rubrics and progression ladders</p> <p>Skills display zones / wall prompts</p> <p>Disposition props / puppets</p>
<p>Practitioners: All practitioners will:</p> <ul style="list-style-type: none"> • Share a strong, consistent understanding of adaptive teaching, especially regarding pace and challenge. • Provide timely, live, and directive feedback to learners. • Consistently share learning intentions (LI) and co-create success criteria (SC) with learners. • Use the language of learning dispositions and skills (WDC 6 C's) regularly. • Provide frequent opportunities for self and peer assessment linked to targets and benchmarks. • Engage learners in regular learning conversations, supporting them to record these in multiple formats (written, drawn, audio, visual). • Embed high-quality assessment and moderation practices that incorporate pupil voice, feedback, and 	<ul style="list-style-type: none"> • Develop and refine meaningful assessments that capture learners' ability to apply skills in real-world and unfamiliar contexts, aligned with the four capacities, WDC 6 C's, and LLC Visible Learning moderation. • Extend professional learning on Visible Learning to share effective feedback strategies and promote consistent approaches to feedback and learning conversations across the Local Learning Community (LLC). • Increase collaborative moderation and high-quality assessment (HQA) opportunities, particularly at Early Level, such as reviewing learning journals and observational evidence across the campus. • Implement and embed the WDC Competencies progression pathways and assessment rubrics to ensure lessons include purposeful discussions on the relevance and application of skills and learning intentions (WDC 6 C's). 	<p>https://www.westpartnership.co.uk/assessment-moderation/periodic-assessment/#:~:text=A%20periodic%20assessment%20is%20an,assessments%20are%20usually%20summative%20assessments.</p> <p>ELCC - engagement with new Quality Improvement Framework (National Standards & Expectations)</p> <p>Assessment & Moderation Lead (Yr 3) -further develop HQA and engage with professional learning around ongoing (formative) assessment -3 collegiate sessions (Oct/Feb/May)</p> <p>CLPL sessions: formative assessment, feedback, WDC 6Cs - "Ensuring Quality in Learning & Teaching" framework materials - Time for planning and reflection with stage partners / trios</p> <p>Visuals for learning intentions/success criteria frameworks - Help desks, anchor charts, and reference materials for learners - Time to prepare or</p>

<p>benchmarks.</p> <ul style="list-style-type: none"> • Improve planning of assessments to better understand and support learner skill application in new contexts. • Collaborate to analyse assessment data to inform responsive planning. 	<ul style="list-style-type: none"> • Foster regular reflective practice and sharing of learning from 'teaching trios' focused on embedding consistent use of LI & SC, feedback, and adaptive teaching strategies. 	<p>adapt success criteria tools collaboratively</p> <p>Assessment & Moderation CLPL x 3 sessions (Oct/Feb/May) - Time to develop and moderate performance-based assessments - Access to WDC and West Partnership moderation exemplars</p>
<p>Leaders:</p> <ul style="list-style-type: none"> • Promote effective use of learning intentions and success criteria across the school. • Develop knowledge and skills in using learning progressions and performance data. • Foster collaborative planning across all stages (Early to Second level) to build a shared understanding of progression pathways linked to the WDC 6 C's. • Support and monitor the embedding of high-quality learning, teaching, and assessment practices. 	<ul style="list-style-type: none"> • Facilitate and coordinate collegiate professional learning sessions focused on high-quality learning, teaching, and assessment practices. • Conduct audits and evaluations of ELCC and school planning processes to ensure alignment with local and national guidance and improvement priorities. • Lead a staged approach to implementing Visible Learning dispositions, including embedding the language in weekly certificates and school communications to reinforce learner identity and growth mindset. • Strengthen and support 'teaching trios' or professional learning communities to focus on improving learning, teaching, and assessment, with a clear emphasis on consistent use of learning intentions and success criteria. • Use performance data and practitioner feedback to monitor progress and identify areas for targeted professional development. 	<p>Impact Cycle 4 - peer visits</p> <p>Data Lead - 1 hour during inservice (Aug/Nov/May)</p> <p>Monthly "Family Group" sessions linked to Career Education Standard and WDC 6 C's</p> <p>Pupil Leadership Groups - monthly meeting; review action plan based on hgiOURs (Wee HGIOS)</p> <p>Impact Cycle 4: Peer visits and learning walks</p> <p>Time for collaborative planning (cross-stage) and moderation</p> <p>Dalreoch LTA and self-evaluation frameworks used in review</p> <p>1 hour per term in-service time for Data Lead and Teaching Trios</p> <p>Coaching/CLPL toolkits for feedback and adaptive teaching</p> <p>Leadership time for data analysis and learning</p>

		<p>conversations</p> <p>Performance data dashboards (EPR, attainment, engagement)</p> <p>Digital templates for recording interventions and actions</p> <p>Scheduled data review slots in annual calendar</p>
<p>Families/communities:</p> <ul style="list-style-type: none"> • Be informed and engaged in supporting children's learning goals and progress. • Understand the importance of feedback and learning conversations at home. • Access resources and communication that promote shared language around learning skills and dispositions. • Participate in opportunities to support and celebrate learner achievement and development. 	<ul style="list-style-type: none"> • Provide regular updates and communication from learner-led groups such as Young Learner Leaders (YLL) and Reading Leaders, ensuring these groups gather pupil feedback to inform agendas and school improvement. • Share accessible resources and guidance for families on how to support learning conversations at home, focusing on learning goals, dispositions, and the 6 C's. • Create opportunities for families to participate in school events celebrating learning achievements and understanding of skills development. • Encourage two-way communication channels for families to provide feedback on learning initiatives and pupil progress 	<p>Infographics/posters on 6Cs, learning dispositions and how to support learning</p> <p>Termly celebration events (time, refreshments, display materials)</p> <p>Time to coordinate and gather feedback from families</p> <p>Weekly prompts or questions to ask at home (linked to class learning posted on BlueSky)</p> <p>Two-way digital feedback forms or comment slips</p>
<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>		
Direct Observation	Monitoring Data	Seeking Views

<ul style="list-style-type: none"> • By April 2026, at least 80% of learning visits and classroom walks will observe consistent use of Visible Learning (VL) CLPC features, including co-created learning intentions (LI) and success criteria (SC), learner dispositions language, and evidence of live feedback. • By December 2025, all practitioners will demonstrate adherence to the “Ensuring Quality in Learning & Teaching” framework during observed lessons, with 90% of lessons rated ‘good’ or above regarding adaptive teaching, pace, challenge, and learner engagement. • Number of classrooms visibly displaying learning dispositions and help resources (target: 90% by Dec 2025) • Analysis of formative assessment tools usage (e.g., randomisers) by teachers—tracked termly • By May 2026, family engagement sessions will be held termly, with at least 60% of invited families attending and providing feedback on pupil learning and school improvement priorities. 	<ul style="list-style-type: none"> • By September 2025, the assessment calendar will be fully adapted to include scheduled data analysis meetings each term, with 100% of practitioners participating in tracking meetings to inform planning and intervention decisions. Data will be reviewed for progress against the WDC 6 C’s competencies and learning dispositions. • By June 2026, learners in targeted intervention groups (including those in SIMD 1 and 2 areas) will demonstrate at least one year’s progress in learning as measured by pre- and post-assessment data. • The attainment gap in literacy and numeracy between SIMD 1/2 and other cohorts will narrow by 5% by the end of the 2025/26 school year, as measured through EPR data. • By March 2026, digital Reading Wise data will show that 75% of children make accelerated progress (e.g., 6 months progress in 3 months) using the programme. • Monitoring use of WDC Competencies rubrics in lesson planning (audit) • Peer observation feedback on feedback quality and adaptive teaching (target: all practitioners participate in peer observation cycles by May 2026) 	<ul style="list-style-type: none"> • By December 2025, at least 85% of teaching staff will report increased confidence and understanding in using learning intentions, success criteria, and formative feedback strategies in a staff Google Form survey focused on achievement and attainment. • By February 2026, at least 75% of learners surveyed will report that they understand the learning dispositions and can explain their own learning goals and next steps using the language of dispositions. • By June 2026, at least 90% of staff will have engaged with coaching opportunities (e.g., CIRCLE/UUA Champion, Visible Learning Impact Coach, Numeracy Pedagogy Coach, or Data Lead support), with positive impact evidenced through self-evaluation and classroom observation feedback. • By June 2026, 80% of learners will participate regularly in learning conversations and self/peer assessments, documented in learning journals, audio/visual recordings, or digital platforms.
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