



**St Kessog's Primary
Improvement Plan**

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

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	<p>Whole School -</p> <ul style="list-style-type: none"> -Read with me in WDC (Leadership & pilot practitioner) -Count with me in WD (Leadership & Practitioners) -Curriculum Rationale(Leadership, Practitioner & Pupils) -GIRFEC Refresh (Leadership & Practitioners) -Develop Outdoor Learning practice and introduce Forest School experiences (Leadership and Practitioners - Collaborative Cycle) -UNCRC Bronze Award -Languages 1+2 -Refresh Positive Relationships Policy (Leadership, Practitioner and Pupils) -WDC H&WB curriculum planning <p>Mainstream-</p> <ul style="list-style-type: none"> -Visible Learning Year 2 -6 WDC Competencies - Learner Progression <p>Lomond Base</p> <ul style="list-style-type: none"> -BSquared - Evisense digital profiles -6 WDC Competencies - Adapted approach -Professional Reading - Focus on developing deeper knowledge and understanding of children's complex needs -Parental engagement - Hanen Programme 	<p>Whole School</p> <ul style="list-style-type: none"> *Revised PRD approach to include Collaborative coaching: Professional Reading - Focus on developing deeper knowledge and understanding of MS: Phonics & reading / BASE: children's complex needs *Curriculum Rationale & Map (Leadership, Practitioner & Pupils) *Outdoor Learning practice and Forest School experiences (Leadership and Practitioners Collaborative Cycle) <p>Mainstream</p> <ul style="list-style-type: none"> *Visible Learning Year 3 - <i>Local Learning Community</i> *6 WDC Competencies - Dispositions & Learner Progression *Read with me in WDC & Integrated Literacy approach (Leadership & Practitioners) *Phonics (<i>Local Learning Community</i>) and Spelling pedagogical approaches <p>Lomons Base</p> <ul style="list-style-type: none"> *BSquared - Evisense digital profiles *6 WDC Competencies - Adapted approach 	
EMBED	<p>Whole School</p> <ul style="list-style-type: none"> - Self-evaluation cycle -Vision, Values & Aims -Emotion Works - Working towards Silver Award -Leadership groups (Practitioner & pupils -Community group, Digital Leaders, Faith Leaders, Leadership of Learning, Reading Schools) -Attendance Policy and School processes <p>Mainstream</p> <ul style="list-style-type: none"> -Assessment and Moderation Year 2 -Circle (Yr 3) -Integrated Literacy approach -Teacher / Pupils collaboration for learning - flexible and agile working environment <p>Lomond Base</p> <ul style="list-style-type: none"> -All about me learner profiles -SCERTS planning and Assessment -Class teacher collaboration for planning and teaching -Pupil partnership working for social and learning development -Planning for IDL -Total Communication environment 	<p>Whole School</p> <ul style="list-style-type: none"> *Governance and Self-evaluation cycle *Parental Engagement (Learning Supports for parents / Cuppa Connections for Base) *Positive Relationships Policy (Leadership, Practitioner and Pupils) *GIRFEC Refresh (Leadership & Practitioners) <p>Mainstream</p> <ul style="list-style-type: none"> *Count with me at WDC (Leadership & Practitioners) *Assessment and Moderation Year 3 - Focusing on High Quality Assessment *Attendance Policy and School processes <p>Lomond Base</p> <ul style="list-style-type: none"> *BSquared - Planning and Tracking - *Pupil partnership working for social and learning development 	<p>Whole School</p> <ul style="list-style-type: none"> -Count with me in WD (Leadership & Practitioners) -Read with me in WDC (Leadership & pilot practitioner) -Curriculum Map -6 WDC Competencies -Tracking Learner Progression

	YEAR 1	YEAR 2	YEAR 3
EVALUATE	<p>Whole School -Interdisciplinary Learning / Project Based Learning / -Literacy Spelling approaches</p> <p>Mainstream -Planning documents - Key learning Planning & IDL Planing</p> <p>Lomond Base -Health & Wellbeing curriculum & social skills development to create framework</p>	<p>Whole School *Emotion Works - Working towards Silver Award *Leadership groups (Practitioner & pupils -Community group, Digital Leaders, Faith Leaders, Leadership of Learning, Reading Schools)</p> <p>Lomond Base *SCERTS planning and Assessment *Class teacher collaboration for planning and teaching *Total Communication environment</p>	<p>Whole School -Count with me in WD (Leadership & Practitioners) -Curriculum Rationale - UNCRC -Languages 1+2</p> <p>Mainstream -Visible Learning</p> <p>Lomond Base -BSquared - Evisense digital profiles</p>
EXTEND	<p>Whole School -Parental & Community engagement - Parent and Child learning sessions. -Parent Council and Pupil council collaboration, Cuppa Connections, St K Learnflix -Campus collaboration (Balloch PS, Library, ELCC, Catering)</p>	<p>Whole School -Parental & Community engagement - Parent and Child learning sessions. -Parent Council and Pupil council collaboration, Cuppa Connections, St K Learnflix -Campus collaboration (Balloch PS, Library, ELCC, Catering)</p>	

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
<p>Learners:</p> <p>1.1 - Health & wellbeing All learners (Mainstream and Lomond Base) will engage in regular, progressive physical activity that improves fitness, stamina, and wellbeing.</p> <p>Most learners will show increased participation and confidence in physical activity, including targeted groups (SIMD 1&2 / ASN).</p> <p>Attendance improves for targeted pupils through a blend of physical activity initiatives and family engagement.</p>	<p>1.1 - Health & wellbeing Participate in a minimum of 2 hours of quality PE per week, supplemented by daily movement activities.</p> <p>Engage in whole school physical activity events (daily mile, sports festivals, outdoor learning).</p> <p>Targeted pupils (SIMD 1&2 / ASN) supported through tailored interventions (small-group fitness, sensory movement breaks, community sports links).</p>	<p>1.1 - Health & wellbeing Active Schools Coordinator, Class Teachers, PE Specialist (if available), Pupil Family Support Worker.</p> <p>Collegiate CLPL, staff planning time, dedicated monitoring slots.</p> <p>School funds to support targeted pupils (sports kits, club access, attendance interventions), transport costs for wider achievement opportunities.</p>
<p>Practitioners:</p> <p>1.1 - Health & wellbeing Confidently plan and deliver progressive physical activity opportunities across the curriculum (daily movement, PE, outdoor learning).</p>	<p>1.1 - Health & wellbeing Collegiately plan & deliver planned progressive PE and fitness activities across all stages.</p>	

<p>Develop inclusive strategies to engage ASN learners and those less active.</p> <p>Effectively track learner participation and progress in physical fitness and attendance.</p>	<p>Embed physical activity breaks/daily movement into classroom routines.</p> <p>Use attendance and participation tracking to identify and support learners at risk of poor engagement.</p>	
<p>Leaders:</p> <p>1.1 - Health & wellbeing</p> <p>Establish a consistent, whole-school approach to physical fitness, aligned with WDC, H&Wb priorities, and GIRFEC.</p> <p>Use attendance data and wellbeing tracking to identify and target support for pupils most at risk of disengagement.</p> <p>Strengthen partnerships with Active Schools, sports clubs, and local services to widen opportunities for learners.</p> <p>Evaluate the impact of physical fitness initiatives and attendance interventions, using evidence to sustain improvement.</p>	<p>1.1 - Health & wellbeing</p> <p>Monitor delivery and impact of PE and fitness provision through learning visits, pupil voice, and tracking.</p> <p>Lead targeted attendance interventions with families (pupil family support worker, personalised plans).</p> <p>Provide CLPL on inclusive PE and physical activity strategies.</p>	
<p>Families/communities:</p> <p>1.1 - Health & wellbeing</p> <p>Families are engaged in promoting physical activity at home and in the community.</p> <p>Families of targeted learners are actively involved in attendance planning and encouraged to support improved routines.</p>	<p>1.1 - Health & wellbeing</p> <p>Families invited to 'Active Families' events/workshops showcasing simple fitness activities.</p> <p>Regular attendance updates and joint planning meetings with families of targeted pupils.</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

Monitoring visits/direct observation/data

2024/25 attendance average [%]...Overall school attendance improvement by X% by June 2026; targeted SIMD 1&2 learners show reduction in persistent absence.
Pre & Post - learner voice on confidence levels in PE/fitness.

Improved participation and stamina in fitness activities for most learners (PE assessments, teacher observation, baseline and progress)
Increased uptake of physical activity opportunities (after-school clubs, Active Schools sessions, sports festivals).

ASN and SIMD 1&2 learners show improved participation and confidence (tracked through case studies, attendance, and engagement logs).

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

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

<p>Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i></p>	<p>Actions</p>	<p>Resource</p>
<p>Learners: 2.1 - Digital Learning Logs Almost all P5–P6 (mainstream & 4 base children) will create and maintain a digital learning diary, demonstrating their ability to reflect on strategies, metacognitive skills, and success criteria in literacy and across the curriculum.</p> <p>Develop digital skills (recording, editing, publishing) and improve confidence in explaining their learning using subject specific vocabulary.</p> <p>2.2 Embedding 6C competences Engage in short, structured class discussions/reflections on the 6C's during learning conversations, linking competencies to their own work and 'Stop-Think-Do' reflections. Use skills wheel to peer & self-assess.</p>	<p>2.1 - Digital Learning Logs Introduce weekly digital diary entries (video/audio/written) explaining their learning in literacy, strategies used, and reflection on success criteria.</p> <p>2.2 Embedding 6C competences Reflection prompts to identify which of the 6C's they applied in a task.</p> <p>Engage in peer feedback by reviewing each other's diary entries.</p>	<p>2.1 - Digital Learning Logs Time: weekly class slot for diary entries.</p>

<p>Practitioners: 2.1 - Digital Learning Logs Confidently support learners to use digital diaries to reflect on learning, making links to Visible Learning strategies (success criteria, feedback, metacognition).</p> <p>Continue to engage parents through sharing learning supports for parents on Learnflix.</p> <p>2.2 Embedding 6C competences Teachers will develop the skill of planning with a 6C's lens, identifying which competencies are naturally developed within learning activities and making these explicit through success criteria, feedback, and learner reflection.</p>	<p>Practitioners: 2.1 - Digital Learning Logs Plan weekly opportunities for P5–P6 learners to create and share diary entries.</p> <p>Model metacognitive language and link diary reflections to success criteria/learning intentions.</p> <p>Share pupil work through Learnflix and staff CLPL sessions</p> <p>2.2 Embedding 6C competences Link the 6C's reflection (one per term) into existing Visible Learning routines success criteria, feedback conversations, learner talks.</p> <p>Use class displays/visuals (6C's wheel) as prompts for learner reflection.</p> <p>Model metacognitive talk to show what competencies look like in action.</p>	<p>2.1 - Digital Learning Logs Visible Learning Coach & Digital Leader - Joanna Wade & Daniel Hayes</p> <p>Collegiate CLPL sessions for staff on digital creativity and Visible Learning.</p> <p>2.2 Embedding 6C competences</p>
<p>Leaders: 2.1 - Digital Learning Logs Lead and support implementation of digital diaries through learning walks, sampling learner reflections, and pupil focus groups.</p> <p>Leadership will facilitate CLPL on digital creativity, metacognition, and PBL.</p> <p>2.2 Embedding 6C competences Develop bank of child friendly language for the 6C's (dispositions/competencies).</p>	<p>2.1 - Digital Learning Logs Provide CLPL on digital tools for creating/refining diaries</p> <p>Monitor impact via sampling of diaries and learner voice.</p> <p>Celebrate pupil diaries at assemblies and parent showcase events.</p> <p>2.2 Embedding 6C competences Evaluate impact (Evidence from class displays, diaries, and learner voice to check how well learners can articulate the competencies)</p>	<p>2.1 Digital Learning Logs £330 - iPad & SeeSaw</p> <p>Planning time allocated</p> <p>2.2 Embedding 6C competences</p>
<p>Families/communities: 2.1 - Digital Learning Logs P5 - 6 Families will have access to their child's digital diary (termly showcase), providing insight into learning, strategies, and achievements.</p> <p>Increased understanding of how to support learning at home through shared learning strategies on Learnflix.</p>	<p>2.1 - Digital Learning Logs Termly 'Celebration of Learning' where learners present highlights from digital diaries.</p> <p>Share simple guides on padlet with parents to explain the 6C's and how children talk about them in school.</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

Monitoring visits/direct observation/data

2.1 - Digital Learning Logs & 2.2 Embedding 6C competences

Learners show improved attainment in Literacy & Numeracy as they can better explain strategies, use feedback, and set next steps

SIMD 1&2 and ASN learners demonstrate accelerated progress by using structured reflection to build confidence and close identified gaps. Evidence: intervention tracking, case studies, comparison of baseline attainment to end of year.

Improved engagement and sense of ownership may support better attendance for targeted learners-attendance data (baseline vs. post-implementation, particularly for SIMD 1&2/ASN groups).

Pupil voice shows increased confidence in talking about learning, strategies, and skills (linked to 6C's and Visible Learning).

Families report greater awareness of, and involvement in, their child's learning.

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	Resources
<p>Learners:</p> <p>3.1 Count With Me at WDC Most learners (Mainstream) will demonstrate increased confidence and deeper conceptual understanding of key numeracy concepts, evidenced through their ability to explain strategies during Number Talks and apply CPA strategies confidently across all levels.</p> <p>Most learners (Mainstream) will apply numeracy skills in real-life contexts through IDL and enterprise by May 2026 (High Quality Assessments)</p> <p>Learners will take on peer leadership roles in numeracy as 'Maths Leaders', supporting classmates and contributing to class discussions.</p> <p>3.2 Read with Me at WDC Mainstream P1 - P7: Most learners across all stages will demonstrate improved Listening & Talking skills across the curriculum, using agreed vocabulary and sentence stems in dialogic activities, evidenced by pupil voice samples and teacher observations.</p> <p>Early Level: Most learners (Mainstream) at will demonstrate secure phonological awareness and blending/segmenting skills, evidenced through baseline/benchmark tools.</p>	<p>3.1 Count With Me at WDC Embed daily CPA strategies and provide tools across all stages.</p> <p>Use sentence stems and model pupil-led explanation strategies to strengthen mathematical talk (linked to Visible Learning CLPL).</p> <p>Plan and implement interdisciplinary/enterprise contexts.</p> <p>Encourage maths talk, peer explanation, and learner led mini-lessons (St Kessog's Learnflix)</p> <p>Develop Maths Leaders and introduce pupil peer led activities.</p> <p>3.2 Read with Me at WDC Daily phonics teaching using WDC Read with Me planners.</p> <p>Structured talk routines in all classrooms (think-pair-share, sentence stems, dialogic questioning).</p> <p>Engage in daily phonics teaching (Early) and structured talk routines (all stages).</p>	<p>3.1 Count With Me at WDC -Manipulatives, visual models, CPA progression guide used to support enhancement of Maths Help Desks. -Sentence stems, worked examples, 'maths talk' prompts to further develop bank for anchor charts. -Planning time, community links, context-based resources (e.g.budgeting tools). -Maths Leader training sessions, buddy time. -Pupil lead Plan - Do - Review. -CT Leadership - CWM Champion Kathleen Redmond - Count with Me Champion</p> <p>3.2 Read with Me at WDC - Read with Me planners - Talk for Writing resources - Phonics progression tools - Classroom libraries</p> <p>- WDC Reciprocal Teaching CLPL</p> <p>-SLT / CT Leadership - Lynn MCColl & Carole Burdon</p>

<p>First - Second: Most learners will lead Reciprocal Reading groups, demonstrate improved comprehension skills and confidence in using subject specific vocabulary and higher order questioning.</p> <p>Equity: SIMD 1&2/ASN learners will make accelerated progress in decoding and comprehension, evidenced by case studies and intervention tracking.</p> <p>3.3 Learner Complex Needs Lomond Base Learners (Less than half - 56%) will experience a bespoke and learner centred approach at pre-early milestones.</p>	<p>Participate in Reciprocal Reading groups (First/Second) to build comprehension, inference, and discussion skills.</p> <p>Develop leadership through "Pupil Reading Leaders" supporting peer groups.</p> <p>Targeted support groups for learners requiring additional support with decoding/oracy.</p> <p>3.3 Learner Complex Needs -Encounters experiences that are bespoke to learner interests and communication styles at pre - early milestone level.</p>	<p>-Reading Schools Lead - Suzanne Caldwell & Lisa Morrison (LA)</p>
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Practitioners:

3.1 Count With Me @ WDC

All mainstream teaching staff will confidently and consistently use the WDC planners and CPA strategies to plan, deliver and assess effective numeracy learning.

Staff will plan real-life, IDL, and enterprise contexts for numeracy, using high quality assessment to evidence application of skills.

Staff will engage in CLPL, peer coaching, and moderation to refine practice and support the development of pupil 'Maths Leaders'.

AfL strategies linked to VL (success criteria, feedback) embedded in all numeracy lessons.

3.2 Read with Me at WDC

All staff in P1-P7 will use the WDC Read with Me planners to deliver consistent, high quality phonics, reading, and listening & talking.

All staff will embed dialogic strategies (e.g. sentence stems, questioning, Peer talk routines) to strengthen listening and talking across the curriculum.

All staff will engage in CLPL and professional reading to develop pedagogy in phonics, Reciprocal teaching, comprehension, and oracy.

All staff will assess and track reading progress with increased confidence, using benchmark tools and learner voice to inform next steps.

3.3 Learner Complex Needs

Enhanced staff knowledge, skills, and confidence in supporting learners with complex additional support needs, leading to improved inclusion, participation, and outcomes.

3.1 Count With Me @ WDC

Use WDC planners, CPA strategies, and Number Talks consistently.

Plan real-life, IDL, and enterprise contexts for numeracy.

Design and use high-quality assessments to inform next steps.

Engage in CLPL from CWM Champion, peer coaching, and moderation.

CWM Champion mentor pupils as 'Maths Leaders'.

Enhance metacognition by encouraging pupils to reflect on and discuss their strategies, and by promoting positive attitudes towards mistakes-supported through the use of pupil reflection routines (e.g., *Stop – Think – Do*).

3.2 Read with Me at WDC

Plan and deliver daily phonics/reading using *Read with Me* planners; share practice through stage planning and moderation.

Embed agreed sentence stems, questioning, and peer-talk strategies across the curriculum; reflect through peer observation.

Engage in CLPL, coaching, and professional reading on phonics, Reciprocal Reading, comprehension, and oracy.

Track progress using benchmarks, SNSA, and pupil voice; contribute to moderation and case studies.

3.3 Learner Complex Needs

Engage in ongoing CLPL on SCERTS, Bsqared, sensory regulation, and communication strategies.

Engage in coaching, modelling, and peer observation within the base and mainstream.

Strengthen collaboration with class teachers, support staff, and external agencies.

Use assessment/tracking tools to monitor learner progress and adapt support.

3.1 Count With Me @ WDC

Assessment data

Examples of success criteria, feedback tools, Visible Learning references.

Planned moderation time

3.2 Read with Me at WDC

- WDC Literacy Team support

- Professional texts

- Time for peer observation and collaborative planning

-SLT / CT Leadership - Lynn MCColl & Carole Burdon

-Reading Schools Lead - Suzanne Caldwell & Lisa Morrison (LA)

<p>Leaders:</p> <p>3.1 Count with Me @ WDC HT and Maths Champion will drive improvement in numeracy by embedding CPA strategies, Assessment for Learning, and consistent use of WDC planners, ensuring alignment with local and national priorities.</p> <p>Staff capacity and consistency will be strengthened through high-quality CLPL, resource development, and collaborative professional reflection.</p> <p>Impact will be evaluated through moderation, observation, and pupil voice, with evidence used to inform next steps and sustain improvement.</p> <p>3.2 Read with Me @ WDC Embed Read with Me planners across P1–P7 to provide clear direction for phonics, reading, and oracy.</p> <p>Build staff expertise in dialogic teaching, phonics, and Reciprocal Reading through CLPL, coaching, and professional reading.</p> <p>Use robust monitoring and moderation cycle to evaluate progress and inform improvement.</p> <p>Track SIMD 1&2 and ASN learners to ensure targeted support and close the attainment gap.</p> <p>3.3 Learner Complex Needs Strengthen staff capacity through targeted CLPL, collaboration, and effective use of resources, ensuring high-quality support and improved outcomes for learners with complex needs.</p>	<p>3.1 Count with Me @ WDC Deliver CLPL and model effective use of CPA strategies, AfL, and WDC planners.</p> <p>Continue to develop and share resources to support consistency across stages.</p> <p>Facilitate peer observations, collaborative reflection, and professional inquiry.</p> <p>3.2 Read with Me @ WDC Train and support staff to embed <i>Read with Me</i> planners consistently across P1–P7.</p> <p>Build staff expertise in dialogic teaching, phonics, and Reciprocal Reading through CLPL, coaching, and professional reading.</p> <p>Use peer observations, moderation, and learner voice to monitor and share effective practice.</p> <p>3.3 Learner Complex Needs Provide targeted CLPL and coaching to build staff skills and confidence in meeting complex needs. Facilitate collaboration and professional dialogue across stages and within ASN LLC.</p> <p>Allocate resources strategically for TEACCH approach and to support outdoor learning experiences.</p> <p>Continue to embed Intensive Interaction practice.</p> <p>Continue to embed the use of Bsquared to capture learning experiences.</p> <p>Strengthen partnerships with parents, carers, and external agencies to enhance support through Cuppa Connections group.</p>	<p>3.1 Count With Me @ WDC Assessment data</p> <p>Examples of success criteria, feedback tools, Visible Learning references.</p> <p>Planned moderation time</p> <p>£300 Numeracy & Maths resources</p> <p>3.2 Read with Me at WDC - WDC Literacy Team support - Professional texts - Time for peer observation and collaborative planning -SLT / CT Leadership - Lynn McColl & Carole Burdon</p> <p>-Reading Schools Lead - Suzanne Caldwell & Lisa Morrison (LA)</p> <p>3.3 Learner Complex Needs Protected CLPL Time - Lynn McColl & Pamela Wilson</p>
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<p>Families/communities:</p> <p>3.1 Count With Me in WDC Parents/Carers have a greater knowledge on how to support numeracy and maths learning at home (P1 - P4)</p> <p>3.2 Read with Me in WDC Parents/Carers have a greater knowledge on how to support phonics/Oracy supports and reading at early level (P1 & P4)</p> <p>3.3 Learner Complex Needs Parents/Carers have a greater knowledge on how to engage and support their children with social communication and emotional regulation strategies.</p>	<p>Families/communities:</p> <p>3.1 Count With Me in WDC Deliver family learning sessions on numeracy strategies. Share home resources and digital guides and model classroom approaches for parents/carers.</p> <p>3.2 Read With Me in WDC Interactive workshops on phonics, oracy, and reading. Provide aligned take-home resources (story sacks, phonics mats). Encourage home reading through challenges and family activities.</p> <p>3.3 Learner Complex Needs Facilitate parent workshops on social communication and regulation strategies. Share practical tools (visuals, routines, regulation charts) for home use. Strengthen home school partnerships through regular dialogue and support networks.</p>	
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<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>Monitoring visits/direct observation/data</p> <p>3.1 Count With Me in WDC Parent/carer surveys show limited confidence in supporting numeracy at home. Self-evaluation of impact (CT & Pupils) - Pre / Post Increased attainment in maths and numeracy in Primary 7 by 15%, Primary 6 by 10%, Primary 5 by 13%, Primary 4 by 5%</p> <p>3.2 Read With Me in WDC Parent/carer engagement with Reading/Phonic supports (P1 - P4) Pupil engagement scales Attainment data shows gaps in phonological awareness and reading for SIMD 1&2 learners. Increased attainment in Reading at Primary 1 by 15%, Primary 2 by 13%</p>

3.3 Learner Complex Needs

Parental confidence in supporting social communication and regulation strategies is low (survey/focus groups)

Families engage more regularly with workshops, drop-ins, and resource-sharing.

Evidence of improved regulation/communication for learners (case studies, SCERTS tracking, engagement profiles).

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

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<p>Learners: 4.1 - Developing skills for life, learning and work through the 6C's P5 - P7 learners will plan, deliver, and evaluate a Skills for Work / Enterprise PBL project.</p> <p>P learners will produce a Skills Profile (Edu Scotland -Meta Skills) entry reflecting on their role in the project and the skills gained for transition to Secondary school.</p> <p>P5 - P7 Lomond Base (5 pupils) and SIMD 1&2 learners will participate meaningfully in the enterprise project, with adaptations to ensure equity and inclusion.</p>	<p>4.1 - Developing skills for life, learning and work through the 6C's Reflect on skills developed (6Cs/employability) through project journals or class discussions.</p> <p>Showcase final product/event to families and community.</p>	

<p>Practitioners: 4.1 - Developing skills for life, learning and work through the 6C's P5 - P7 staff will plan and deliver an enterprise PBL unit that explicitly links to the 6C's, Visible Learning strands and curriculum outcomes.</p> <p>Develop knowledge and understanding of Skills for Learning, Life and work.</p> <p>Enhance links beyond school by liaising with local businesses, community organisations, and partners to provide real life contexts, mentoring, and feedback for pupils.</p>	<p>4.1 - Developing skills for life, learning and work through the 6C's Facilitate project planning sessions, supporting pupils to use planning tools (budgets, timelines, success criteria).</p> <p>Model and teach key employability skills (communication, teamwork, problem-solving). Embed literacy, numeracy, and digital skills into the project. Use assessment rubrics to track skills progression and contribution of each pupil.</p>	<p>4.1 - Developing skills for life, learning and work through the 6C's</p> <p>Class Teacher-s Daniel Hayes. Rosie McKee/ Kathleen Redmond/ Suzanne Caldwell - local business/community partners, parent volunteers.</p> <p>Weekly planning/skills sessions (45–60 mins).</p> <p>Staff collegiate time for planning and evaluation.</p>
<p>Leaders: 4.1 - Developing skills for life, learning and work through the 6C's Establish a sustainable model of enterprise PBL, underpinned by strong community partnerships and effective resourcing, ensuring it enhances learner employability skills.</p>	<p>4.1 - Developing skills for life, learning and work through the 6C's Prioritise enterprise PBL by providing dedicated time, resources, and sustainable community partnerships to enhance real world learning.</p> <p>Evaluate impact through Skills Profiles, pupil focus groups, and moderation of wider achievement evidence.</p>	<p>4.1 - Developing skills for life, learning and work through the 6C's</p> <p>SLT - Suzanne Caldwell</p> <p>Planning time allocated</p>
<p>Families/communities: 4.1 - Developing skills for life, learning and work through the 6C's Families are more engaged in pupils' learning and have a clearer understanding of employability skills.</p> <p>Learners experience real world contexts and gain feedback that strengthens employability skills.</p>	<p>4.1 - Developing skills for life, learning and work through the 6C's Families will attend the P7 Enterprise Showcase event, providing feedback on skills demonstrated.</p> <p>Community/business partners will be engaged to provide authentic contexts, mentoring, or feedback on the projects.</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>		
<p>Monitoring visits/direct observation/data 4.1 - Developing skills for life, learning and work through the 6C's P5 - P7 Almost all learners apply literacy, numeracy, and problem-solving in enterprise contexts SIMD 1&2/ASN pupils show measurable gains in employability skills (case studies/reflections). Attendance/Participation- P5–P6 attendance improves by kkkk and 75% pupils take leadership/responsibility roles.</p>		

Engagement/Confidence: 80% of learners report greater confidence in employability skills (survey/focus groups).

<p style="text-align: center;">Outcomes</p> <p><i>Learners, Practitioners, Leaders, Parents/Families/Communities</i></p>	<p style="text-align: center;">Actions</p>	<p style="text-align: center;">Resource</p>
<p>Learners:</p> <p>Early Level Transition: By the end of the academic year 2025-2026 all children at early level will demonstrate secure foundational phonics and early reading skills, as evidenced by consistent achievement of the Early Level Literacy Baseline and Early Level Literacy and English Benchmarks related to decoding and encoding.</p> <p>Second Level Transition: All learners at second level will demonstrate a deeper and more confident application of their numeracy skills across a wide range of contexts, directly supported by high-quality assessment practices</p>	<p>Participate in oral and play based activities which promote phonological awareness</p> <p>Apply knowledge and skills within numeracy and maths within relevant and meaningful contexts to deepen understanding</p>	
<p>Practitioners:</p> <p>Early Level Transition: All early level practitioners will apply highly effective and evidence-based pedagogies for developing phonological awareness and early decoding skills, ensuring a progressive and engaging approach to foundational reading across the whole of early level.</p>	<p>Engage in Professional Reading</p> <p>Implement explicit and systematic teaching of phonics CLPL in phonics for teachers, reciprocal teaching, word aware, rhyme aware for practitioners</p> <p>Develop understanding of what makes a good early level reading/phonics lesson</p>	<p>Professional Reading resource - The Art & Science of Teaching Primary Reading</p> <p>Inservice Afternoon Collegiate sessions Video recordings</p> <p>Professional Learning Communities</p> <p>Curriculum Support Network</p>

<p>Second Level Transition: Practitioners will demonstrate an enhanced understanding of how to design and implement high-quality assessment practices that effectively capture and evidence learners' application of numeracy skills</p>	<p>Collaborative cross sector working to develop HQAs for pupils at second level and third level</p>	<p>Assessment & Moderation Leads</p> <p>Time allocation to develop second level/third level HQAs</p>
<p>Leaders: Early Level Transition: Clearly communicated expectations for the learning, teaching and assessment of reading across early level that raises attainment and narrows the poverty related attainment gap.</p> <p>Second Level Transition:Clear understanding of 4 different types of assessment evidence, ensuring a rigorous approach to gathering assessment evidence</p>	<p>Embed reading professional development in collegiate, LLC, quality assurance and assessment calendar.</p> <p>Revise assessment calendars to reflect a balance of 4 types of assessment evidence</p> <p>Facilitate time/resources for cross sector working</p>	<p>Literacy leads</p> <p>Collegiate Calendar - Inset days</p> <p>Curriculum Support Network</p>
<p>Families/communities:</p> <p>Early Level Transition: Increased knowledge on how to support reading at home.</p> <p>Second Level Transition: Clearer understanding of <i>what</i> their child can do with their learning, rather than just what they know. Parents understand their child's strengths and areas for development in practical terms.</p>	<p>Deliver family learning sessions.</p> <p>Sharing of learning and progress during parents' evening</p>	<p>Family Learning Opportunities - PEEP Sessions Bookbug Book Week Scotland</p> <p>Range of assessment evidence shared with parents</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

Early Level Transition:

Increased attainment in reading at early level as evidenced in Literacy baselines, NSAs and Early Level Benchmarks

Seeking views:

Pupil Focus Groups .

Survey for parents - areas requiring support .

Google Form for staff

Second Level Transition:

Area of focussed attention - collaborative planning and moderation of high quality assessments - pupil focus group

LLC Priority: **PRIMARY SECTOR ONLY:** 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
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

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Learners knowing what and how to learn, able to understand the outcome of assessments, including using formative assessment, identifying next steps in their learning and how successful they are in learning.		
Practitioners: Knowledgeable practitioners, improving practice in feedback strategies	Engage in CLPL Visible Learning VLAT 1 Form Professional Learning Groups within LLC Gather data Work collaboratively with VL peer colleague and Impact Coach to plan and implement Impact Cycle (Term 2) Evaluate impact of small test of change	Inservice day VLAT 1 (Aug) A and M Lead VL Impact Coach VLAT 2 Inservice day (Nov) Collegiate sessions for Professional Learning Communities & Coaching conversations
Leaders: Clarity of approach, developing a model of collaborative working and improved teacher efficacy	Development of clear standards of performance linked to language of VL.	Regular LLC Meetings to plan next steps
Families/communities: Are actively involved in using the language of learning and skills at home. Knowledgeable about the progress their child is making	Language of learning and skills shared between school and home. Clearly defined and communicated measures of progress.	

Performance Measures / Targets - How we will evidence the impact on outcomes		
Monitoring visits/direct observation: Evidence of effective feedback observed		
Monitoring Data: Data gathered via VLAT 1 and VLAT 2 Impact Cycle Evidence.		
Seeking views: Through focus groups and 'walkthroughs' children are able to seek and receive feedback to help move learning forward		

Priority 5: Other

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners:		
Practitioners:		

Leaders:		
Families/communities:		
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		