West Dunbartonshire COUNCIL

**Improvement Plan
Edinbarnet Primary
School
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	Visible Learning for Practitioners WDC Count with Me WDC Read with Me for Leaders BGE Toolkit for Leaders/Data GIRFEC Refresh HWB Curriculum	WDC Read with Me for all practitioners HWB Curriculum UNCRC	UNCRC
EMBED	Visible Learning for Leaders Play Pedagogy/Problem Based Learning Circle Assessment and Moderation	WDC Count with Me Visible Learning for Practitioners BGE Toolkit for Practitioners and Leaders/use of data GIRFEC Refresh	WDC Read with Me HWB Curriculum UNCRC
EVALUATE	Progression Pathways in HWB Nurture and Inclusive Practice Outdoor Learning PATH Curriculum	Visible Learning for Leaders Play Pedagogy/Problem Based Learning Circle Assessment and Moderation	WDC Count with Me GIRFEC Refresh Visible Learning for Practitioners BGE Toolkit for Practitioners and Leaders/use of data GIRFEC Refresh

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

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education 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 *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions This should be action focused language	Resource This should be human/time /budget
Learners: <u>HWB Curriculum:</u> • All learners are active participants who are fully engaged, resilient, and highly motivated in their learning. <u>Nurture Practice:</u> • Identified learners will be given targeted support through nurture and wellbeing groups. • Increased pupil engagement in school life, feeling of ownership.	• Engage in opportunities to begin to implement HWB planners and progression pathways. • Establish/enhance dedicated nurture spaces/groups for learners requiring additional social-emotional support (in new campus). • Increased opportunities for pupil voice in decision-making regarding school environment, relationships, and behaviour policies.	HWB Lead 1:1 pastoral support PEF PFSW (1FTE) to support HWB groups and interventions £19,500 approx (Aug-March) RRSA pupil steering group set up and supported by identified member of staff Pupil leads HWBUNCRC/ Lead and RRSA

UNCRC: • Almost all learners are able to talk about the core UNCRC articles and how they impact their life.	• Refresh of PATHS Curriculum to explicitly teach social-emotional learning skills (e.g., empathy, conflict resolution, self-awareness, resilience). • Incorporate UNCRC into planning using the guidance from the RRSA website https://www.unicef.org.uk/rights-respecting-schools/getting-started/bronze/ • Nurture Principles and the UNCRC articles are linked to the REACH values and the 6 WDCs.	Ambassadors
Practitioners: HWB Curriculum: • Have confidence in planning progressive high quality learning, teaching and assessment of HWB. Nurture Practice: • Increased teacher confidence in managing dysregulated behaviour, observed use of nurture strategies. • Enhanced collaborative practice and teacher well-being. • Skilled in utilising CIRCLE to promote robust inclusive practices. UNCRC: • All teachers are confident in embedding the UNCRC within their class.	• Implement revised HWB planners and progression pathways. • Enhanced training on nurture principles, trauma-informed practices, positive behaviour support, and restorative approaches. • Establish a peer-coaching or mentoring system for teachers to share best practices in relationship building and behaviour management, with a focus on nurture. • Continue to engage in CLPL Professional learning on Circles and Implement CIRCLE Participation Questionnaire. • Utilise CIRCLE to promote robust inclusive practices in order to support all pupils and inform additional support planning. • All staff to engage with the UNCRC ILearn module.	HWB Lead Collegiate Time Circle Champion CPI Training as offered by WDC

Leaders: HWB Curriculum: • Clear planning, tracking and monitoring approaches for HWB being used to raise attainment. Nurture Practice: • Policies clearly communicate expectations and support mechanisms consistent with nurture. • Skilled in developing approaches to inclusion that enables all learners to be fully engaged. UNCRC: • Works towards achieving the UNCRC bronze award. • Leaders are able to evaluate the impact of the UNCRC iLearn Module through observations and monitoring of learning and teaching.	• Progression pathways used to track and monitor HWB • Wellbeing toolkit to evaluate and monitor children's wellbeing. • Review and revise school policies (e.g., Behaviour Policy, Anti-Bullying Policy) to reflect nurture principles, restorative practices, and a relational approach. • Embed Inclusive Practices via the CIRCLE in the yearly overview calendar. • Utilise CIRCLE to promote robust inclusive practices in order to support all pupils and inform additional support planning to improve outcomes for all. • Review GIRFEC planning process - CIRCLE resources integral. • Establish a UNCRC Ambassador and pupil group. • Rights Respecting Schools Award • Signposting staff to relevant resources.	HWB/Nurture Lead Collegiate Time Allocate sufficient resources (time, funding, personnel) for professional development, nurture provisions, and well-being initiatives.
Families/communities: HWB Curriculum: • Increased knowledge on how to support health and wellbeing at home. • Increased knowledge and understanding of the school's approach to nurture and restorative	• Increased knowledge on how to support health and wellbeing at home. Links to Circle. • Parent workshops/information sessions for on positive parenting strategies, understanding	Family learning sessions are planned and implemented.

| practices.
• Active involvement in setting targets for their child and are knowledgeable about CIRCLE strategies

UNCRC:
• Increase knowledge of Children's Rights in parents and strengthen rights based conversations at home. | challenging behaviour (behaviour as communication), and the school's approach to nurture and restorative practices.
• CIRCLE Strategies Shared between school and home.
• Signposting to UNCRC website and social media.
• Use of Twitter/X account/school digital newsletter/school website to share rights based learning and activities. | A range of resources for parents to use at home including digital resources/links are shared at parent night sessions, showcase events and Parent Council meetings. |

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:
All Learning observations and walkthroughs evidence the use of inclusive strategies and language.
Each class to have developed a rights based class charter and worked towards contributing to a whole school charter.

Monitoring Data :
Establishment to work towards achieving RRSA Bronze Award
Termly Overview evaluations evidence that UNCRC articles are being used to identify opportunities for learners to understand and experience how the articles impact their development and learning.
Annual learner SIP survey shows that:
• almost all learners can discuss specific UNCRC articles and how they are demonstrated throughout the school,
• almost all learners can discuss some of the links between the 6 WDCs, Nurture and the targeted UNCRC articles.

Seeking views:
Annual parent survey shows that:
• Most parents are aware of the links between the 6 WDCs, Nurture and the targeted UNCRC articles,
• Some parents are aware of the Nurture principles and know how to action relevant strategies at home.
Data gathered from Family Learning and Showcase events show that:

- The majority of parents attend Family Learning sessions.
- The majority of parents attend a whole campus Showcase event highlighting vocabulary and strategies to support emotional regulation.

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

Outcomes *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions	Resource
Learners: WDC Read with Me/LLC Focus: • All learners experience opportunities that allow them to develop an enjoyment of books and reading. • 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. WDC Read with Me: • All learners will experience opportunities that will allow them to become confident readers and use these skills in a variety of different contexts. • Learners are able to talk about their reading with confidence through the use of reciprocal reading strategies. BGE Toolkit/Data: • Learners will benefit from intelligence led action planning to tailor learning outcomes to specifically target attainment gaps for specific individuals, groups and cohorts.	BGE Toolkit VL • 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 library (younger children may be included) • Engage with " Read with me in WDC " progression pathways. • Continue to implement the BGE Toolkit.	'The Squirrels Who Squabbled' by Rachel Bright and Jim Field. Local Library visit. Literacy Lead Data Lead
Practitioners: WDC Read with Me/LLC Focus: • Confident in delivering high quality sessions to develop reading skills.	• Use 'Reading Schools Questionnaire' to establish a baseline of staff attitudes to reading, then repeat at the end of the project.	Collegiate time: 11/9/25 3:30-4:30

• Confident in measuring and sharing the impact of the literacy intervention. <u>WDC Read with Me</u>: • Skills in Reciprocal Reading are renewed and other strategies including 'Reading Circles, Guided Reading, and Shared Reading are shared. <u>BGE Toolkit/Data</u>: • Will have improved data interpretation skills from support given as part of the Data Literacy Action Plans.	• 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. • Engage in CLPL 'Come Read to With Me in WDC'. • Implement revised approach to planning and assessment of reading. • Use the EPR dataset to interpret data over time and determine attainment gaps for individual cohorts. Professional dialogue facilitated through Tracking meetings. • Engage with Assessment and Moderation Strategy year 3. • Continue to develop arrangement for Moderation.	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 Literacy Lead August Inservice day input – Data Lead
Leaders: <u>WDC Read with Me/LLC Focus</u>: • Skilled in developing an engaging series of literacy sessions based around a book. • Clearly communicated expectations for the developing literacy skills across Early Level. <u>WDC Read with Me</u>: • Skilled in developing a successful reading curriculum. • Clearly communicated expectations for the learning, teaching and assessment of reading	• 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. • Deliver/arrange literacy refresher sessions for staff. • Deliver family learning sessions. • Review literacy curriculum making connections to writing and listening and talking - develop an integrated literacy approach. • Use moderation paperwork to gather specific data on learners skills in Enjoyment and Choice, Tools for	Literacy Lead August Inservice day input – Data Lead

that raises attainment and narrows the poverty related attainment gap. BGE Toolkit/Data: • Data Leads will demonstrate an increased confidence and expertise in the use of data to plan improvement for specific individuals, groups and cohorts. • Skilled in articulating one year's progress for one year's input and how data is being used to plan learning. • Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions.	Reading, Finding and Using Information, Understanding, analysis and evaluating. • Implement Data Literacy Action Plan. • Embed Area of Focussed Attention approach in line with tracking and monitoring calendar. • Use of Effect Size Calculator in line with Visible Learning: Evidence into Action. Focus on literacy and numeracy.	
Families/communities: - Families increase their knowledge on how to support the development of reading.	• Use 'Reading Schools Questionnaire' to establish a baseline of parental attitudes to reading, then repeat at the end of the project. • Attend family learning sessions. • Communicate revised strategy through website and share on social media platforms.	Literacy Lead

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:
Majority of practitioners are delivering a high quality literacy project by November 2025.
Evaluate quality of delivery of reading through classroom observation at all stages.

Monitoring Data :
Increased attainment in literacy baseline data.
All pre-school children are registered with the library.
Improvement in reading progress across all stages.

Seeking views:
Google form 'Reading Schools Questionnaire' to staff and parents demonstrates increase in positive attitudes towards reading.
Google Form for pupils and Pupil Focus Groups- measure impact of approaches.

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 *Learners, Practitioners, Leaders, Parents/Families/Communities*	Actions	Resource
Learners: Count with Me: • All learners continue to 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. Attendance: • All learners will be supported to maintain/improve attendance that will allow them to become effective contributors to the life of the school community and beyond. Visible Learning:	• Continue to Implement 'Count With Me in WDC' • Develop interventions to improve attendance for identified groups or individuals. • PFSW engaging with target pupils and families to identify and provide support for barriers to attendance. • Additional targeted support, 1:1 and in small groups, provided by class teachers and additional staffing.	Maths Lead/Champion
Practitioners: Count with Me: • 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. • Skilled in assessing gaps in numeracy leading to more robust planning.	• Embed practice, specifically use of an Interactive Number session at the beginning of every session. • Use of Count With Me planners with new assessments embedded into planners (These new plans will hopefully be rolled out late August/early September) • Teaching sprints to help embed practice with a new focus and peer visits across the LLC	Collegiate time allocated to LLC maths focus. • LLC focus: IDL with Numeracy & Mathematics • LLC Focus: High-quality assessments in Numeracy & Mathematics • LLC showcase in May of the PBL focusing on Maths with high-quality assessment.

• Have knowledge of how to plan opportunities for learners to build number sense, explore the structure of number, and gain and apply a range of mental number strategies that build flexible and agile minds. • Knowledgeable practitioners, improving practice on LI and SC, understanding and using performance results and feedback. • Improved capacity for planning high quality assessments and ensuring improved understanding of children's application of skills in new/ unfamiliar contexts. Attendance: • Practitioners will be aware of the plans around attendance and late-coming for specific learners and will support the strategies agreed. Visible Learning: • Learning Intentions are discussed and Success Criteria are co-constructed with learners across almost all themes of learning • Learning Intentions and Success Criteria are fully understood by all learners and they are able to use them for peer and self -assessment. • Teachers provide a range of resources and strategies for learners to engage with as they increase their leadership of learning.	• 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. • Skilled in assessing gaps in numeracy leading to more robust planning. • Have knowledge of how to plan opportunities for learners to build number sense, explore the structure of number, and gain and apply a range of mental number strategies that build flexible and agile minds. • Engage with Visible Learning (VL Action Plan) • Engage in the development and review of plans/shared strategies that will promote good and improved attendance. • Implement Visible Learning Monitoring programme focusing on: Learning Intentions, Success Criteria, Resilience, classroom participation and feedback observation. • By the end of VLAT 1, teachers will have an evidence-gathering plan that is based on focus questions in each Visible Learning strand. • In VLAT 2, evidence gathered will be used to inform decisions and actions to maximize impact on student learning and create visible learning classrooms. • All teaching staff from attend VLAT2 inservice session on the Feb inservice day.	Time / cover for teachers to attend 'catch up' sessions (TBC) Maths recovery toolkit (£250) Recommended resources for CPA approach. Time allocated for training in use WDC digital assessments. Maths Champion PEF PFSW (1 FTE) £ approx. Targeted support from CT
Leaders:		

Count with Me:
 • Skilled in developing a successful maths and numeracy curriculum.
 • Clearly communicated expectations for the learning, teaching and assessment of maths and numeracy that raises attainment and narrows the poverty related attainment gap.
 	
 Attendance:
 • Identifying universal and targeted areas of attendance improvement.
 • Using data to identify which cohort, group or individual learners will be targeted for an improvement project.
 • Effective use of data
 • Develop learners who can confidently engage with attendance protocols, articulate any barriers to this and engage with supports
 • Skilled in implementing attendance protocols through a rigorous, cyclical monitoring and self-evaluation.
 Visible Learning:
 • Use data gathered from Visible Learning monitoring sessions to identify areas of strength and next steps for groups and classes.
 • Plan a classroom observation programme which monitors progress of self-led learning across the campus.
	• Review maths and numeracy curriculum.
	 • Refresh maths and numeracy planning process.
	 • Embed maths and numeracy professional development in collegiate and quality assurance calendar.
	 • Revisit assessment calendar.
	
	 • Review of systems to improve attendance
	  - effective use of data to identify early warning signs
	  - rigorous tracking and monitoring of all absences
	  - analysis of 'actionable data'
	
	 • Review of practices to improve attendance
	 • reflecting the views of the young person
	 • prioritising social and emotional support
	 • building connections with a key person
	
	 • Develop self-led learning sessions across the school supported by PBL.
	 • Embed Walkthroughs and observations with specific feedback about the use of LI and SC and Feedback and areas of focus linked to VL Action Plan.
		LLC collegiate time
		
		 Maths recovery toolkit (£250 per box)
		
		 Recommended resources for CPA approach.
		
		 PFSW (PEF £19,500)
		
		 Visible Learning Feedback Module put into practice.
		
		 Visible Learning Into Action 1 module for CTs.
		
		 VLAT2 Feb Inservice Day.

Families/communities: Count with Me:	• Deliver family learning sessions.	1 x family learning/open afternoon focused on maths/numeracy.

• Partnership (families) increasing knowledge on how to support active numeracy and maths learning at home. Attendance: • Parents of learners with an attendance of below 90% will be aware of the attendance policy and steps for parental contacts, improvement and support. • Suite of visuals and attendance data will underpinning local maximising attendance campaign Visible Learning: • Most parents identify an improvement in engagement and motivation in their child as a result of changes to our curriculum and planning.	• Communicate revised strategy through website and share on social media platforms. Include links to family learning materials Campus@WDC. • Promotion of attendance visuals/campaigns as shared by communications team Central access to a myriad of supports including mindfulness, sleep support, bereavement, positive wellbeing. • PFSW engaging with target families (Q1 with 80-90% attendance and not 'on track').	

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: Learning observations and walkthroughs evidence that the majority of teaching staff are delivering high quality CPA and are using progression pathways for learning, teaching and assessment.
All classes are Visible Learning Classrooms and have evidence to show progression and improved learning.
Most learners can talk about how they demonstrate the 6WDCs in their learning.

Monitoring Data: Increased attainment in maths and numeracy overall by 5%
Termly Tracking updates
End of year ACEL data:
Increased attendance % for identified groups and individuals.

Seeking views: Google form for staff on CPA principles, (before/after knowledge, awareness, impact) shows that the majority of staff have made progress
Google form for children, measure impact of approach to numeracy learning (for child, before/after) shows that the majority of children have increased

Confidence.
Through focus groups and 'walkthroughs' the majority of children are able to identify the common definition of an effective learner at Edinbarnet Primary school learner
Google forms/Teacher focus groups show that almost all can identify strategies that promote effective learner characteristics
Google forms/Teacher feedback demonstrates that all teachers understand Learning intentions and success criteria and their purpose and how to use them effectively. Feedback also demonstrates increased practice in the co-construction of Learning Intentions and Succes Criteria across all stages.
Google forms/Pupil engage surveys (pre and post) show an increase in pupils' level of engagement with school life and learning, leading to an increase in attendance for identified pupils.

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 *Learners, Practitioners, Leaders,* *Parents/Families/Communities*	Actions	Resource
Learners: Problem Based Learning: • All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship. • Learners are involved in leading their own learning and can reflect on the skills they are developing. Leaders of Learning: Assessment and Moderation:	• Continue to implement West Dunbartonshire 6 Competencies. • Continue to implement Project-based learning PBL across all stages. • Implement WDC's 6 Competencies and develop a whole school approach to IDL. • Identified group of learners to engage with partner WDC school to engage in learner conversations, moderate a range of evidence and generate points for action.	PBL Lead Learner focus groups - facilitated through Leaders of Learning Programme Collegiate/Collaborative Planning Time
Practitioners: Problem Based Learning: • Increased knowledgeable in West Dunbartonshire 6 Competencies. • Skilled in using WDC 6Cs for planning engaging, well-	• Engage in CLPL opportunities that support the integration of the West Dunbartonshire 6 Competencies into teaching, learning and assessment. • Engage in collaborative planning with colleagues to ensure consistency of approach across the school.	PBL Lead Collegiate/Collaborative Planning Time CLPL opportunities

paced, and suitably challenging learning experiences, incorporating project-based learning (PBL)/ interdisciplinary learning (IDL) approaches. <u>Leaders of Learning</u>:		PRD meetings - 2 hours per teacher
Leaders: <u>Problem Based Learning</u>: • Skilled in the development of a skills based curriculum. • Skilled Leaders will drive increased attainment and achievement aligned with competency development to mitigate the effects of disadvantage. • Well-developed coordinated approach to PBL and the development, implementation and quality assurance. <u>Leaders of Learning</u>:	• Implement project-based learning (PBL) aligned with the competencies. • Implement WDC Competencies progression pathways and assessment tracking tools.	Protected time for professional learning and collegiate working. PBS Lead - opportunity to visit and collaborate with other establishments identified as good practice. Collegiate/Collaborative Planning Time Joint planning and internal moderation groups
Families/communities: <u>Problem Based Learning</u>: • Knowledge of the 6Cs with a key focus on the development of communication and collaboration skills in learners.	Promote and communicate competencies and termly PBL projects in termly digital school newsletter and SeeSaw.	PBL celebration and showcase events across all stages
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:		

Evaluate quality of delivery of PBL and Competencies in all classes by March 2026.

Monitoring Data:
Gather a wide range of evidence and information to monitor and track progress in relation to the WDC Competencies and demonstrate the impact of the WDC Competencies on learners' successes and achievements.
Use of Competencies Progression Frameworks for pupils and teachers to demonstrate progress in skills development.
Initial Assessment: Google Forms to gather baseline data on staff and learners' understanding and application of the six competencies.
Mid-Implementation Feedback: Google Forms midway through the implementation to monitor progress and address challenges. embedding the six competencies.
- target of increased engagement? participation? what will your focus be?

Seeking views:
Evaluation and consultation with stakeholders to review progress against initial action plan.
Google Forms to gather data on staff, learners' and parents' understanding of the six competencies.
Final Impact Evaluation: Google Forms post-implementation to compare initial and final data, assessing the effectiveness (before/after knowledge, awareness, impact).

Priority 5: Other

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