# West Dunbartonshire COUNCIL

**St Mary's PS, Duntocher Improvement Plan**

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

West
Dunbartonshire
C O U N C I L

| 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<br>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<br>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.<br><br>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.<br><br>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<br><br>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 (2024-2025) | | | | YEAR 2 (2025-2026) | | | | YEAR 3 (2026-2027) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Learner** | **Practitioner** | **Leader** | **System** | **Learner** | **Practitioner** | **Leader** | **System** | **Learner** | **Practitioner** | **Leader** | **System** |
| **ENGAGE** | Evaluating approaches to assessment<br><br>Working collaboratively, talking about assessment, learning and progress | Improving reading for enjoyment, achieve a culture of reading<br><br>Professional learning: Visible Learning<br><br>Identify Coaches | Participate in on-line VL Monitor implementation of Visible Learning<br><br>Work with staff coaches | Coordinate meetings - Visible Learning (with HTs, Staff)<br><br>Assessment & Moderation Strand-Year 2 | Enhancements to feedback, what does this look like in curricular areas<br><br>Learners voice about learning and progress | Analysis of assessment in Reading + LLC (DHTs) Improving reading<br><br>Prof learning Understanding autism/SCERTS | Support coaches supporting staff: Feedback<br><br>Coordinate Area of Focused attention- Reading<br><br>ESM / Inclusion | Assessment & Moderation Year 3<br><br>LLC Moderation/ LLC improvements to shared working | Assessment processes that further promote learner voice, knowledge of progress, clear articulation of learning/progress | Approaches to moderation, using broad range of assessment practice ie Area of Focused Attention | Empower staff to engage in active moderation within reading<br><br>ESM Year 2 | Assessment & Moderation, Year4 |
| **EMBED** | Forest Schools at EL, FL<br><br>LA supporting Resilience Alphabet | Planning themed learning using of problem-based learning (PBL)<br><br>Improve SL learning environment, | Implement Visible Learning Action Plan-<br><br>Plan PEF interventions to ensure targeted support, children/ | Cross sectoral working at EL to improve literacy (PEF PT) | Progressive language of skills, | Improved pedagogy in reading- +feedback | Coaches -VL, support learning/teaching -feedback (Part of SCI)<br><br>PEF (ELCO support EL) | LLC working, literacy & skills | Assessment Capable Learner and using feedback to improve learning Implementing VL | Embed Coaching approaches to VL and achieving Assessment Capable Teachers, Learners | ESM Year 2 | Assessment & Moderation<br><br>ESM Year 2 |
| **EVALUATE** | Play, learning environments EL-SL,<br><br>working collaboratively | Play pedagogy & environments EL, FL<br><br>Problem based learning approaches within core and theme learning | Evaluate Wraparound Spelling, Monster Phonics, TfW | Processes /QIs within New Improvement Plan format | Metacognition, improving thinking/ knowing how to learn. -in mental agility and in reading | Reading pedagogy<br><br>Tracking of skills<br><br>Circle Framework/ Inclusive \practice | Evaluate Reading Pedagogy WDC RWM<br><br>Approaches to learning visits/ Make changes | LLC working, literacy, skills<br><br>ESM approaches to inclusion | Pupils and staff evaluate learner confidence in articulation of learning and progress | Feedback, Assessment capable learners<br><br>ESM and Inclusive Practice | Progress within priorities<br><br>ESM, Inclusive Practice<br><br>Impact of SCI | Assessment & Moderation<br><br>Curriculum Review<br><br>ESM |
| **EXTEND** | The language of skills progression<br><br>Deep Learning 6WDCs (Skills, pupil friendly) | Review planning incorporating progression frameworks IDL & 6WDCs<br><br>Circles Framework Y3<br>Staff Coaches<br>Staff Reading Ambassadors | Ensuring Staff engagement (whole staff re inclusive practice, Understanding Autism) | Skills, Skills progression, tracking skills-Skills Development Scotland<br><br>ESM approaches | Independent and collaborative working<br><br>Setting goals for learning, evaluating goals (self/peer assessment) | Review planned IDLs - Add language of Progression prompts<br><br>Inclusive Classroom/ Circle | Implement IDL Year 3, ensure opportunities for cross level planning<br><br>Ensuring high quality learning<br><br>Staff leadership of improvement | Staff leadership of improvement (Roles)<br><br>LLC working, literacy, skills<br><br>ESM approaches to inclusion | Learner Voice, knowledge of self as learner, successes, leading learning, Mindsets for learning | How we use Assessment & Moderation, to achieve clarity in learner progress<br><br>Area of focused attention<br><br>ESM and Inclusive ractice | Strengthened leadership of learning<br><br>Next steps for SCI<br><br>ESM, Inclusive Practice | Assessment & Moderation-Next steps<br><br>Curriculum Review, IDL, 3 Year Plan review<br><br>ESM |

**Priority 1: Ensure approaches to improving wellbeing and inclusive practice in our school community**

==WELLBEING==                                                    ==Attendance/ Inclusion/ Respect for All==

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|---|---|
| **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 educational 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.<br><br>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* | **Actions** **This should be action focused language** | **Resource** **This should be human/time /budget** |
|---|---|---|
| **Learners:** Improved attendance at school for children currently below 90% Improved attendance for x3 pupils at P7 stage<br><br>**Learners:** Continued engagement with UNCRC – Working towards achieving Gold Award<br><br>**Learners:** Continue to develop play and learning, across early level, with particular focus on children SIMD1-2 and children accessing Enhanced Support Model (ESM) with additional Support Needs (ASN), this will support progress and achievement for children | Monitor and track attendance, improving attendance of a few individual children, below 90% by 10% LLC approaches to improving attendance at P7 (3 pupils) use PFS, family support from September onward<br><br>All children, led by Global (Pupil) Group, having achieved Silver Aware Award, now going for Gold<br><br><br>Support approaches to child development, engagement with play and learning, across early level and with particular support for children with ASN | **See Milestone Planner -** SLT daily/weekly task, clerical staff, PFS (SPtA) as required<br><br>Global Group, Children's Rights (UNCRC) Action Plan, factored into learning and teaching plans.<br><br><br>PEF funding, (CT- 0.6, March-June, supporting learning and achievement, including Forest Schools) |

| Practitioners:<br>Knowledgeable practitioners, who know the strengths and next steps within children's wellbeing (particularly for children with additional support needs) and who are able to organise inclusive learning environments, supporting and meeting learners needs | Evaluate the impact of Circles Inclusive Practice, supporting staff including new staff to use this approach well.<br>Ensure all staff are using the documents, resources more frequently, evaluating progress, planning supported next steps, involving learner voice, parent views to ensure the wellbeing needs of children are met.<br>Staff engagement with H&W planners | In-service day task- with check ins during Term 1<br>Inclusive classroom scales<br>Appropriate resources as required for individual children<br><br>Timescale for implementation of Circle Framework including correlation to ASN review processes |
|---|---|---|
| Leaders:<br>Successful implementation of enhanced support model (ESM), through strategic transition planning, ensuring enhanced transition, adaptations to environment, staffing and approaches to teaching and learning supporting children across early level. | Introduce Enhanced Support Approach to inclusion at St Mary's D (Transition planning, school environment adaptations, collaborative and strategic planning meetings, partnership working)<br><br>Plan and coordinate professional learning for all staff on understanding autism, engagement with SCERTS modules and collaborative working with staff from existing ESMs, now in Year 2 | DHTs/HT/CTs – Staff as appropriate re implementation of ESM<br>Tania Tenant professional learning twilights April, May and June, Planned (SLT, P1 Staff, then group of 10 staff).<br><br>In-service day, May 2025 -All staff to attend<br><br>Tania Tenant x 2 staff October, Tania Tenant x 2 staff Feb 2026<br>SCERTS modules -on-line, digital, SLT engage in June 2025, Collegiate working Term 1 for P1 staff. |
| Families/communities:<br>Opportunities to participate in weekly cook club, learning about meal planning, food preparation, leading to improved knowledge on food, nutrition and budgeting. | Continue to provide opportunity for self-referred and focused group support for parents and families to participate in the Family Cook club, led by Community Chef, Working for You, PT | PEF funding, (supporting wellbeing, including family cook club and resources to support parental engagement/learning)<br>PEF funding to provide some financial support to children's engagement in outdoor education centre. |

**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**

Improve attendance for all children, encouraging nonparticipation in term time holidays - % of children in session 2024-2025 took up a term time holiday
Improve attendance for a few children, under 90% attendance, to improve regular engagement in learning, raise attendance by 10%

Evaluate and consistently implement Circles Framework – Promoting inclusive practice, support staff with participation scale and work with staff to plan learning environments and resources for individual/identified children, establish the correlation with SI plans and planned learning-monitor/review  this termly

Coordinate access to staff professional learning- understanding autism, engagement with SCERTS for communication and inclusive practice, establish processes for in-house on-going review of the implementation of ESM approaches – key phases (Recruitment, Visits, Transition planning, TAtCs, Enhanced transition, Adaptations to environment, Health & Safety planning, Curriculum and learning planning, Access to learning across early level)

**Priority 2: Implement approaches to creative teaching and learning, ensuring quality feedback**

**CREATIVITY**                                                                                       **High-Quality Learning/ Feedback/Goal Setting/**

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| **CREATIVITY** | |
| NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES | Improvement in skills and sustained, positive school leaver destinations for all young people |
| **NIF SHORT TERM PRIORITIES the ABC's** | **CURRICULUM** |
| **NIF OUTCOMES (REPLACE DRIVERS)** | 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* | **Actions** | **Resource** |
|---|---|---|
| **Learners:** Young Leaders of Learning (YLoL) sharing new approaches to 'feedback' across early, first and second level, ensuring children know the purpose of feedback and how this will enable them to plan goals leading to success in learning and achievement | Improve approaches to feedback, using key learning from 'Visible Learning' to ensure a shared standard for feedback (in reading, building on effective practice with writing criteria) with consistent features used across levels appropriately for verbal and written feedback YLoL share (across school) new approaches to feedback, including goal setting for improving learning, (incorporating digital technology to support feedback processes) | **See Milestone Planner – Implementation of SCI** YLoL sharing, updating whole school Staff generated approaches to feedback, beginning with reading Reading criteria with benchmarks Approaches, proformas, templates: (Task/product, processes, self-regulation, self) |
| **Practitioners:** Teachers who are able to make learning visible for children. To do this they need to be sure that the feedback they provide to children, causes learning to improve. Teachers must then be consistently proficient 'evaluators of their own impact'. | Teachers continue to engage in professional learning (digital and face to face discussions) on Visible Learning. Improves understanding on feedback to improve learning Establish agreed proforma to be used for focus of feedback | Collegiate sessions on feedback, visible teaching (Digital) Collegiate session August 2025 Collegiate session, August 2025 |

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| **Practitioners:** Teachers able to use feedback consistently well connecting learners with purpose, causing progress and success in learning. Teachers supported through staff coaching, providing support/ challenge to peer practitioners. | (using reading/writing/numeracy progress statements)<br><br>Agree with staff how coaching will be implemented ie learning visits, walks, dialogues, etc | Whole staff group- February, in-service day, 2026 |
| **Leaders:** Empowered staff delivering high-quality focused feedback that leads to learners setting goals for improvement. | Review current Learning Visits processes, previous approaches to learning visits and also the role of Impact Coaches<br>Agree with staff an approach to improve consistency of feedback, that will involve peer support and challenge, leadership team involvement and continuous improvement in learning and teaching | DHT – Implementation of Strand 2 SCI, leading staff, Coaches implementation of initiative<br><br>Reflecting on previous approaches ie Trio, Paired, SLT+ CTs etc |
| **Families/communities:** Improved understanding on feedback as a process for improving learning, achieved through regular sharing of learning on digital platform seesaw across the school, illustrating how feedback is used in the class and the impact this has on learning. | Ensure consistent sharing of learning with parents (for all classes) - illustrating how teacher/child feedback is used and how this supports greater understanding in learning and progress and continuous improvement for learners | Seesaw digital app, regular weekly sharing of feedback focus |

**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**

YLoL work together to establish what feedback should look like at early, first and second level. Review also what goal setting could look like (proformas, digital technology). Prepare a digital presentation for all classes. Share this across the school, leading to improved ownership of learning and raised attainment in reading. (Set timescales for implementation). SLT, Coaches, Staff will seek children's views and knowledge on feedback, termly (from October)

Practitioner engagement in staff coaching to improve approaches to providing feedback for learners, practitioner involvement with learning walks, visits etc – plan the implementation of this stepped approach, alongside the digital learning /professional learning on Visible Learning. Monitoring feedback/learning visit feedback will help identify where there is working well and where further supports required.

Sharing of learning with parents and families on seesaw, regular weekly monitoring of seesaw by senior leaders will identify consistency of practice and strengths and next steps.

**Priority 3: Ensure approaches to raising attainment for all, improving literacy-reading**

<span style="background-color:#00FF00">ATTAINMENT</span>                                                                                     <span style="background-color:#00FF00">Reading/Assessment/Moderation</span>

| ATTAINMENT | |
|---|---|
| NIF Long Term Priorities<br>AND WDC DELIVERY PLAN PRIORITIES | Closing the attainment gap between the most and least disadvantaged children and young people<br>Improvement in attainment, particularly in literacy and numeracy |
| **NIF SHORT TERM PRIORITIES the ABC's** | **ATTENDANCE** |
| **NIF OUTCOMES<br>(REPLACE DRIVERS)** | High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap<br><br>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* | **Actions** | **Resource** |
|---|---|---|
| **Learners:**<br>Improved reading culture with regular engagement in reading for enjoyment and choice, leading to improved skills and achievement in reading | Extend the role of Reading Ambassadors, staff and pupil group, to promote reading for enjoyment and choice.<br>Lead all in school towards Reading Schools Award, improving children's interest and engagement with reading<br>Improve resources for reading at key stages | **See Milestone Planner**<br>Application process for Reading Schools Award<br>Continued purchase of high-quality reading materials, texts, books including digital<br>New Reading scheme books at P1-3 (Project X)<br>Additional novels for P4-7 |
| **Practitioners:**<br>Improved skills and confidence in teaching reading: leading to children able to articulate how they engage with reading learning experiences and can articulate their reading skills progressively.<br>**Practitioners:**<br>Improved confidence and skill in delivering 'number talks' leading to children's improved numeracy skills. | Improve pedagogy in reading (teaching of reading) at early, first and second level<br>(LLC approaches and school approaches to establish quality practice and agree non negotiables within reading pedagogy)<br><br>Lead learners in numeracy /maths work collegiately to support pedagogy around number talks, establishing high expectation for number talks to be part of everyday practice in mental agility within learning<br>Targeted interventions at first level on literacy/reading, PEF funded | Read With Me-WDC<br>Psych Services re developing readers including children with ASN,<br>Phonics -A McF (In-service day August)<br>Word Aware<br>PEF funding, (CT- 0.6, March-June, targeted interventions in reading)<br>Count With Me -WDC<br>Numeracy Leads, at Collegiate session in reading) |

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| **Leaders/Practitioners:**<br>Sustained collaborative approaches to establish accuracy on achievement and progress data, providing next steps in teaching, learning and assessment, moderation and verification of cfe levels. | SLT/Data Lead create school Data Profile (Update)- supporting staff to establish class data sets<br>Implement approaches to moderation, through area of focused attention at first and then second level in reading<br><br>Identify groups of learners and evaluate/discuss data around progress, approaches to teaching, targets, interventions and dialogue with teachers associated with this stage | Evidence of reading comprehension and other aspects of reading identified under the organisers (see Red Folders)<br><br>Dialogue groups- Class teachers, DHT, Coaches |
| **Leaders (LLC):**<br>Collective, collaborative working to improve and establish consistency in our approaches to raising attainment in literacy and improving our literacy curriculum (beginning with reading). | Review current assessments used in reading – create new approach to assessments<br><br>Evaluate teacher confidence in reading pedagogy and evaluation of approaches to reading ie Phonics, Circles, Reciprocal Teaching.<br><br>Review Read with Me-WDC (With CC), identify next steps for use of this resource<br><br>Plan LLC approaches to collective improvement | Improving assessments-Literacy meetings (DHTs) (March, April, May 2025)<br><br>Reviewing draft curriculum planning -Read With Me-WDC May 2025, August 2025 (HTs/DHTs and CC)<br><br>Professional learning on Phonics and Word Aware- August 2025 (CTs as required) |

**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**

Led by Reading Ambassadors learners engage in improved reading for enjoyment practice as part of Reading Schools Award, measuring success by engagement with the success criteria and progress and engagement with the Reading Schools Award.

DHTs/Leaders across LLC seek collective approaches to improving the literacy(reading) curriculum, to ensure improved approaches to pedagogy, assessment and moderation. This will lead to greater consistency of approach and shared standard

SLT/CTs engage in moderation of reading within school (focused attention), reviewing children's progress, data on progress and teaching and learning that supports this (folder, jotter and learning visit evidence to support this and measure success)

**Priority 4: Improve planning for progression and tracking progress in skills for learning, life and work**
<mark>EMPLOYABILITY</mark>                                                                                  <mark>Tracking/Profiling/Success and Achievement</mark>

| | EMPLOYABILITY |
|---|---|
| NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES | Improvement in skills and sustained, positive school leaver destinations for all young people |
| **NIF SHORT TERM PRIORITIES the ABC's** | **ACHIEVEMENT** |
| **NIF OUTCOMES (REPLACE DRIVERS)** | Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap |

| **Outcomes** *Learners, Practitioners, Leaders, Parents* | **Actions** | **Resource** |
|---|---|---|
| **Learners:** Improved engagement in children' capacity to talk about their skills for learning, life and work, progressively across early, first and second level-drawing on core learning experiences of literacy, numeracy and wellbeing and focusing on learning within the 6WDC competencies of: Character, Communication, Collaboration, Citizenship, Creativity and Critical Thinking. | Teachers: Ensure learning focuses on knowledge and skills, ensuring children have the vocabulary to articulate their skills. <br><br>Ensure that children actively talk about their skills within all learning experiences and have time to practise these in their play, learning, digital learning etc <br><br>Refer to St Mary's Mindsets that articulates our approaches to learning: resilience, ensuring this becomes part of children's talk about learning, also incorporated within feedback on learning <br><br>Visuals to be used within the class that helps children identify their skills within learning, to support children's confidence in talking about skills acquisition <br><br>Visuals are across the school that supports this work, re-enforcing understanding about skills | **See Milestone Planner** 6WDCs St Mary's Mindsets Deep Learning Progression Frameworks for reference Progression Pathways Teacher Planning Wall displays, learning hooks, labels, whiteboards, HD screens |

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| **Learners:**<br>Children understand their skills/learning journey and have opportunity to develop their skills, using progressive milestones, having appropriate support, challenge and opportunity to celebrate their successes. | Establish:<br>What skills acquisition will look like for children who are experiencing enhanced support<br><br>How children talk about skills acquisition, progressively across the school and can use digital technology to support this process | Resources, adaptations to environment, staff, milestones, curriculum, learning, engagement, access to literacy |
| **Learners:**<br>Access to relevant learning contexts within the curriculum, local and global and opportunities to make a difference. Participation in ECO Green Flag- Working towards 9th Green Flag, ensuring children understand approaches within sustainable living, caring for our world | Global Group, leading school on Action Plan for next Green Flag, Fairtrade and maintaining Fair Achieving status. | Global Group: ECO Action Plan, towards 9th Green Flag<br><br>**Global Group:** Fairtrade Coffee Morning, September 2025, family and local community support Fairtrade-Learning, Action Plan as part of the curriculum. |
| **Learners:**<br>Opportunities for leadership - driving forward change, that will make a difference ie YLoL driving literacy, Global Group driving sustainability and fair trade, Laudato Si, driving caring for our school grounds. Sports Leaders driving forward wellbeing and fitness and Digi Gurus, driving forward digital awareness, safety and skills. | Make explicit the developing skills including leadership skills within, collaboration, communication, creativity, critical thinking | **Laudato Si Group**: Partnership working, family's helpers, practical help in the school grounds<br>**Reading Ambassadors** group: improving reading, events, World Book Day, Focus days, weeks, Action Plan for RSA<br>**Sports Leaders Group**: leading, coordinating Health Week June and Emotional wellbeing/resilience /goalsetting focus Sept,<br>Digi Gurus Group: leading whole school on internet safety, improving digital skills |
| **Practitioners:**<br>Knowledgeable and informed practitioners/ staff team on the current evolving Curriculum Improvement Cycle and the phases of improvement. | Ensure staff knowledge on Curriculum Improvement Cycle,<br>- Position of Knowledge and Skills within the curriculum<br>- Achieving clarity within CfE<br>- Achieving a new technical framework of BGE *(using, planning, tracking, experiences, outcomes, benchmarks, moderation etc)*<br>- What do learners need to 'know, do and understand' *(current research and thinking, Big ideas, Conceptual understanding* | Professional learning<br>Discussions<br>Drivers<br>Video clips |

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| **Practitioners/Leaders:**<br>Achieve monitoring/tracking system process that captures children's achievements and progress in skills including core curriculum successes and wider achievement and considers the impact on learners and learner voice within this. | *Global perspectives)*<br><br>Review current approaches to tracking achievements – discuss, refine, opportunities for greater personalisation for children.<br><br>Engagement with Skills Development Scotland – Pilot Programme, Pupil Skills Profile | Current tacking systems<br><br>Skills Profile (Skills Development Scotland, digital Profile) |
| **Leaders (LLC):**<br>Improved understanding of children's skills competencies at key transition stages, early years to P1, P7 to S1.<br>**Leaders/Practitioners:**<br>Incorporating knowledge of skills into transition planning | Working across the LLC, achieve greater coherence in understanding of skills development across sectors,<br>P1 staff to understand coverage in meta skills ie self-management (focusing, adapting, integrity and initiative); social intelligence (communicating, feeling, collaborating, leading); innovation (curiosity, creativity, sense making, critical thinking).<br><br>ELCC to P1 and P7 to S1 | Meta Skills Framework<br>6WDCs Competencies and Progression Frameworks<br>Transition Planning |
| **Families/communities**:<br>Parent/Carer engagement, Family Learning to enhance and celebrate skills for learning life and work | Ensure consistent use of seesaw app to tag skills for sharing with families and for discussing and sharing with pupils | Seesaw app sharing of learning on children's skills<br>Parents can view and comment on tagged skills and see their children's participation in learning, applying their skills |

**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**

Learner engagement with language of skills, we will see improvement through sampling conversations with learners (termly) and reviewing what this looks like and how progressive this across the school

Practitioners share children's curricular experiences on seesaw - SLT review learning posted on seesaw classrooms, (weekly) this will evidence children's knowledge and articulation of their skills and what this sounds and looks like within different learning and curricular experiences and across early, first and second level.

Tracking and profiling of skills – engagement with the pilot programme -Skills Development Scotland will help form possibilities of what profiling could look like.

With LLC leads plan, implement and evaluate skills focus within key transition experiences
Celebrating success in skills acquisition- for different groups of learners, track /profile skills acquisition of children at risk of missing out or face challenge and hardship, with aim

to provide support.