



# **Aitkenbar Primary**

## **Improvement Plan**

**2024 – 2027**

**(Session 2025 - 2026 Year 2)**

# Next Session (25/26)

## WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
<b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b>	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
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>BEHAVIOUR AND RELATIONSHIPS</b>	<b>CURRICULUM</b>	<b>ATTENDANCE</b>	<b>ACHIEVEMENT</b>
<b>NIF OUTCOMES (REPLACE DRIVERS)</b>	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
<b>ENGAGE</b>	<b>Visible Learning – Year 2</b> <b>Count with me in WDC</b> <b>Read with me in WDC</b> <b>6 WDCs</b> <b>Learning for Sustainability</b> <b>Project Based Learning</b> <b>Revise HWB Curriculum</b>	<b>Visible Learning – Year 3</b> <b>DYW – Career Education</b> <b>Curriculum Design</b> <b>Read with me in WDC</b> <b>WDC HWB Curriculum</b> <b>Child Led Learning P4-7</b>	
<b>EMBED</b>	<b>Play Approaches P1-3</b> <b>Pupil and Family Support Service</b> <b>Forest School</b> <b>Learner Participation</b> <b>UNCRC</b> <b>Assessment &amp; Moderation Strategy</b> <b>CIRCLES Framework</b> <b>LLC Assessment and Moderation Model</b>	<b>Visible Learning – Year 2</b> <b>Count with me in WDC</b> <b>6 WDCs</b> <b>Learning for Sustainability</b> <b>Project Based Learning</b> <b>HWB Curriculum</b>	<b>Visible Learning – Year 3</b> <b>DYW – Career Education</b> <b>Curriculum Design</b> <b>Read with Me in WDC</b> <b>Child Led Learning P4-7</b>
<b>EVALUATE</b>	<b>Data Analysis</b> <b>Child Wellbeing Planning</b> <b>Learning Environments</b> <b>Languages 1+2 Curriculum</b>	<b>Play Approaches P1-3</b> <b>Pupil and Family Support Service</b> <b>Forest School</b> <b>Learner Participation</b> <b>UNCRC</b> <b>Assessment and Moderation Strategy</b> <b>CIRCLES Framework</b> <b>LLC Assessment and Moderation Model</b>	<b>Visible Learning</b> <b>Count with me in WDC</b> <b>Read with me in WDC</b> <b>6 WDCs</b> <b>Project Based Learning</b> <b>Learning for Sustainability</b> <b>HWB Curriculum</b>
<b>EXTEND</b>	<b>Parental Engagement</b> <b>Leadership Approaches</b>	<b>Data Analysis</b> <b>Child Wellbeing Planning</b> <b>Learning Environments</b> <b>Languages 1+2</b>	<b>Play Approaches P1-3</b> <b>Pupil and Family Support Service</b> <b>Forest School</b> <b>Learner Participation</b> <b>UNCRC</b> <b>Assessment &amp; Moderation Strategy</b> <b>CIRCLES Framework</b> <b>LLC Assessment and Moderation Model</b>

**Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community**

**WELLBEING**

<b>NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES</b>	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
<b>NIF SHORT TERM PRIORITIES the ABC's</b>	<b>BEHAVIOUR AND RELATIONSHIPS</b>
<b>NIF OUTCOMES (REPLACE DRIVERS)</b>	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.

<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents /Families / Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b> All learners will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives.</p> <p>Improved vocabulary around emotional wellbeing-resilience</p>	<p>Implement WDC revised Health and Wellbeing Core Curriculum and progression pathways.</p> <p>Facilitate opportunities for learners to develop HWB skills across the curriculum.</p>	<p>Collegiate time (1.5 hrs)</p> <p>G Monaghan (HWB Lead)</p> <p>E McGinlay (PFSW) - PEF</p>

<p><b>Practitioners:</b> Have confidence in planning progressive high-quality learning, teaching and assessment of HWB.</p> <p>Informed teachers, inclusive and supportive, using nurturing approaches and inclusive environments to support pupils with emotional, learning or behavioural needs.</p>	<p>Implement revised WDC revised Health and Wellbeing Core Curriculum and pathways planners.</p> <p>Implement CIRCLES Year 3</p>	<p>Collegiate (1.5 hrs)</p> <p>G Monaghan (HWB Lead)</p> <p>S Bartlett (CIRCLES Champion)</p>
<p><b>Leaders:</b> Ensure the best possible progression in health and wellbeing for every child.</p> <p>Clear Planning, Tracking and monitoring approaches for HWB being used to raise attainment and tackle the poverty related attainment gap.</p>	<p>Continue to utilise wellbeing toolkit to monitor and evaluate children’s wellbeing.</p> <p>Use Progression Pathways and BGE Toolkit to track and monitor health and wellbeing.</p>	<p>G Monaghan (HWB Lead)</p> <p>S Bartlett (Support for Learning Co-ordinator)</p> <p>Data Lead</p>
<p><b>Families / communities:</b> Increased knowledge on how to support health and wellbeing at home.</p> <p>Informed and knowledgeable about our HWB curriculum.</p>	<p>Family Learning Opportunities to increase knowledge of how to support HWB at home.</p> <p>Promotion and engagement in community hubs / supports.</p>	<p>G Monaghan (WHB Lead)</p> <p>E McGinlay (PFSW) - PEF</p>
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes?</b></p>		
<p><b>Monitoring:</b> Learning Visits will demonstrate inclusive practice and evidence of nurturing approaches, Analysis of HWB Tracking Toolkit</p> <p><b>Seeking Views:</b> Learner Wellbeing Tracker, Learner Dialogue, Staff and parent / carer HWB Survey</p>		

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

**CREATIVITY**

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

<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents / Families / Communities</i>	<b>Actions</b>	<b>Resource</b>
<b>Learners:</b> 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.	<p>Understand the importance of giving and receiving feedback and how it improves their learning.</p> <p>Explain the purpose of Learning Intentions and Success Criteria and how the use them effectively.</p>	<p>In Service Days x 2 (Nov &amp; Feb)</p> <p>Collegiate (2hrs) - Sep</p>

<p><b>Practitioners:</b> Have knowledge of the instructional model of feedback.</p> <p>Confidence understanding of how to ensure Learning Intentions and Success Criteria are effective and accessible to all.</p>	<p>Engage in Visible Learning CLPL and Moderation activities.</p> <p>Create an action plan to implement their impact cycle in their classrooms.</p> <p>Use LI and SC based on self and observational Assessment.</p> <p>Share outcomes of their impact cycle with LLC colleagues.</p>	<p>In Service Days x 2 (Nov &amp; Feb)</p> <p>Collegiate (2 hrs) – Sep</p> <p>Collegiate (1 hr) - Apr</p> <p>Collegiate (1.5 hrs) - May</p> <p>K Simpson &amp; K MacLetchie (VL Impact Coaches)</p>
<p><b>Leaders:</b> Have a knowledge of the four levels of feedback.</p> <p>Confident understanding of effective and ineffective Learning Intentions and Success Criteria.</p>	<p>Collate evidence gathering plans and create an overview of the intended impact of change cycles.</p> <p>Review the impact of change to identify next steps.</p>	
<p><b>Families/communities:</b> Knowledgeable about variety of ways feedback is given and how this is used to help learning move forward.</p> <p>Knowledgeable about the progress their child is making.</p>	<p>Visible Learning Parent Workshop</p> <p>Clearly defined and communicated measures of progress.</p>	<p>K Simpson &amp; K MacLetchie (VL Impact Coaches)</p>
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes? - Reminder must have a baseline</b></p>		
<p><b>Participation and Engagement:</b> Increased engagement through Play and Child Led Learning measured using the Leuven Scale.</p> <p><b>Monitoring:</b> SLT &amp; VL Coaches walkthroughs to evaluate work towards targets from VL Plan</p> <p><b>Data:</b> Self and Observational Assessment Checklist, Effective LI &amp; SC Rubric</p> <p><b>Seeking Views:</b> Learning dialogue with children across 3 teaching blocks, Parental Survey following on from workshop</p>		

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

Outcomes <i>Learners, Practitioners, Leaders, Parents / Families / Communities</i>	Actions	Resource
<p><b>Learners:</b> All learners will experience opportunities that will allow them to become confident readers and use these skills in a variety of different contexts.</p> <p>All learners will experience learning opportunities through a modelling and meta-cognition approach leading to mastery of reading.</p> <p>Increased attainment in writing in Primary 4.</p>	<p>Engage in reading activities using a revised approach to planning, teaching and assessment of reading.</p> <p>Participation in writing bundle activities.</p>	<p>North Lanarkshire Active Literacy</p> <p>Daily writing – 15-20 mins including 5 mins self-correction.</p>

<p><b>Practitioners:</b> Confident in planning engaging, well-paced and challenging reading experiences which will involve a variety of approaches to teaching and assessing reading.</p> <p>Skilled in using a variety of reading strategies including 'Reading Circles, Guided Reading, Shared Reading and Reciprocal Reading.</p> <p>Primary 4 staff will have increased knowledge and confidence in quality improvement in writing by June 2026.</p>	<p>Implement revised approach to planning, teaching and assessment of reading.</p> <p>Gathering of data during implementation stage of writing bundle (12 weeks).</p> <p>Collected data shared and discussed at Tracking Meetings</p>	<p>In Service – Aug</p> <p>Collegiate (1 hr)</p> <p>Planning and Preparation</p> <p>North Lanarkshire Active Literacy</p> <p>J Brechin (Literacy Lead)</p> <p>Collegiate (6 x 1.5 hrs)</p> <p>CLPL (2 days)</p>
<p><b>Leaders:</b> Skilled in developing a successful reading curriculum.</p> <p>Clearly communicated expectations for the learning, teaching and assessment of reading that raises attainment and narrows the poverty related attainment gap.</p> <p>Increased knowledge and confidence in quality improvement in writing in Primary 4 by June 2026.</p>	<p>Review literacy curriculum making connections to writing and listening and talking - develop an integrated literacy approach.</p> <p>Engage with “ <a href="#">Read with me in WDC</a> ” progression pathways.</p> <p>Facilitate reading CLPL for all staff.</p> <p>Collected data shared and discussed at Tracking Meetings</p>	<p>J Brechin (Literacy Lead)</p> <p>Cover to attend CLPL / Meetings (£200)</p> <p>Collegiate (6 x 1.5 hrs)</p> <p>CLPL (2 days)</p>
<p><b>Families/communities:</b> Increased knowledge on how to support reading at home.</p>	<p>Deliver family learning session.</p>	<p>Family Learning during Open Classroom Events</p>

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

**Attainment:**

Tracking data indicates:

- P4 (2024-2025) data indicates: 32% of children have achieved expected levels in Reading. Within this 42% receive FSM
- P7 (2024-2025) data indicates: 48% of children have achieved expected levels in Reading. Within this 28% are recorded in SIMD1 - 3

Close the Literacy gap for children in these classes by 10% and ensure one year's progress for one years teaching for all learners

**Attendance:**

- Average attendance across the school (2024.2025) is 93%.
- Focus on 15 children to increase and maintain attendance at 90% / above.
- Focus on 4 children to increase punctuality to equal or better than that of the other children.

**Monitoring:** Evaluate the quality of the teaching of reading in October 2025 through SLT Walkthroughs, ***Utilise Area of Focussed Attention Approach*** in Reading November 2025 within Primary 4, Evaluate progress during Tracking Meetings, Re-evaluate in May 2026.

**Seeking Views:** Google Form for learners based on Myself as a Learner, Learner dialogue, Parent Survey pre and post Family Learning Session, Google Form for staff (pre and post) to measure impact of approaches.

**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
<b>ACHIEVEMENT</b>
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><b>Learners:</b> All learners will experience opportunities designed to cultivate creativity, effective communication, strong character, collaborative abilities, critical thinking, and citizenship.</p> <p>Learners are involved in leading their own learning and can reflect on the skills they are developing.</p>	<p>Embed West Dunbartonshire 6 Competences.</p> <p>Engage in Project Based Learning opportunities.</p>	<p>Collegiate Collaborative Planning (1.5 hrs)</p> <p><a href="#">WDC Competencies Website</a></p> <p><a href="#">Campus@WDC</a></p>
<p><b>Practitioners:</b> Skilled in using WDC 6Cs for planning engaging, well-paced, and suitably challenging learning experiences, incorporating PBL / IDL approaches.</p>	<p>Implement Project Based Learning aligned with the competences.</p> <p>Make community links to enhance curriculum delivery and experiences for learners.</p>	<p>Collegiate Planning and Preparation</p> <p><a href="#">Campus@WDC</a></p>

<p><b>Leaders:</b> Skilled in developing a skills-based curriculum to increase attainment and achievement aligned with competency development to mitigate the effects of disadvantage.</p>	<p>Implement WDC Competencies Progression Pathways and assessment rubrics.</p> <p>Facilitate Deep Learning CLPL to ensure Competences Progression Pathways are implemented effectively.</p>	<p>Deep Learning CLPL</p> <p>Collegiate (1 hr)</p>
<p><b>Families/communities:</b> Knowledge of the competences emphasising the development of the skills development in learners.</p>	<p>Parent Workshop.</p> <p>Facilitate events that promote collaboration.</p>	<p>Open classroom / Workshop</p> <p>Community Events</p> <p>Celebration / showcase learning</p>
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes? - Reminder must have a baseline</b></p>		
<p><b>Participation and Engagement:</b> Increased participation and engagement through child led learning evident in learning walkthroughs.</p> <p><b>Monitoring visits:</b> Evaluate quality of PBL through planning and delivery of projects, Impact of skills development on attainment / achievement</p> <p><b>Seeking Views:</b> Learning profile reflections, Parent Survey, pre and post, on understanding and impact of competences / skills development</p>		

**Priority 5: Other**  
**SUSTAINABILITY**

<b>Outcomes</b> <i>Learners, Practitioners, Leaders,            Parents / Families / Communities</i>	<b>Actions</b>	<b>Resource</b>
<p><b>Learners:</b>            All learners experience opportunities that allow them to develop an understanding of sustainability principles and practices.</p> <p>All learners engage in motivating and relevant PBL / IDL Projects relating to LfS Themes.</p> <p>Learners' LfS achievements in and out of school are recorded, recognised and accredited.</p> <p>Learners can talk about the links between their LfS achievements and the development of skills for learning, life and work (WDC Competencies).</p>	<p>Develop Project Based Learning / IDL linked to Learning for Sustainability Framework.</p> <p>PBL / IDL Projects allow for development of WDC Competences.</p> <p>Engage with WDC LfS Strategy.</p> <p>.</p>	<p>Collegiate - Collaborative Planning (1.5 hr)</p>
<p><b>Practitioners:</b>            Skilled in using LfS learning to promote skills for learning, life and work (WDC 6Cs).</p> <p>Confident in developing and implementing Project- Based Learning, engaging in interdisciplinary learning activities that focus on LfS.</p>	<p>Develop Project Based Learning / IDL linked to Learning for Sustainability Framework.</p> <p>PBL / IDL Projects allow for development of WDC Competences.</p> <p>Engage with WDC LfS Strategy.</p>	<p>Collegiate Meeting (1 hr)</p> <p>Collegiate - Collaborative Planning (1.5 hr)</p>

<p><b>Leaders:</b> Skilled in developing a curriculum rationale which reflects a commitment to children’s rights, effective participation and positive relationships where LfS is a feature.</p> <p>The ethos and culture of our school reflects a commitment to children’s rights, effective participation and positive relationships.</p> <p>Stimulate creative thinking about school buildings and grounds supporting learning and teaching.</p>	<p>Revise Curriculum and create rationale.</p> <p>Evaluate current practices in LfS.</p> <p>Develop a whole school approach to LfS.</p> <p>Establish partnerships with local businesses and other educational institutions to broaden LfS impact.</p>	
<p><b>Families / communities:</b> LfS activities have significantly enhanced parental and community engagement.</p> <p>Strengthen partnerships for sustainable educational support across different educational establishments.</p> <p>Encourage collaborative sustainability projects and initiatives that include diverse community members and partners.</p>	<p>Open Classroom Events.</p> <p>Parent Workshops.</p> <p>Seek skills in parent body to collaborate on projects.</p> <p>Provide opportunities for parents to engage with school initiatives and decision-making, fostering collaboration and citizenship within the community.</p>	
<p><b>Performance Measures / Targets - How we will evidence the impact on outcomes?</b></p>		
<p><b>Monitoring Visits:</b> Evaluate quality of delivery of LfS through PBL and Competences.</p> <p><b>Monitoring Data:</b> Parent and Community Engagement, Learner Engagement at Attainment at Tracking Meetings.</p> <p><b>Seeking Views:</b> Google Forms to gather pre and post data on staff, learners’ and parents’ understanding of the six competencies.</p> <p><b>Self-evaluation:</b> <a href="#">Education Scotland Whole school and community approach to learning for sustainability (LfS) Self-evaluation and improvement framework</a></p>		