



Our Lady of Loretto Primary School

Improvement Plan

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

	2024 – 2025	2025 - 2026	2026 - 2027
Engage	<ul style="list-style-type: none"> • Visible Learning • Sustainability/ECO/Laudato Si/Leadership • Numeracy – Count with me @ WDC (<i>Leaders only</i>) • Play (First Level) Environment 	<ul style="list-style-type: none"> • Reading – Read with me @ WDC • Outdoor learning • The Promise 	<ul style="list-style-type: none"> • Talking & listening • Numeracy – Count with me @ WDC
Embed	<ul style="list-style-type: none"> • UNCRC (RRSA) • Play (Early Level) • Attendance • Cost of the School Day (COSD) 	<ul style="list-style-type: none"> • Visible Learning • Attendance • Play FL – environment & interactions • Learning for Sustainability • 6 WDCs • Approaches to planning 	<ul style="list-style-type: none"> • Reading – Read with me @ WDC • Visible Learning
Extend	<ul style="list-style-type: none"> • Circle Framework • Writing (non-fiction) 	<ul style="list-style-type: none"> • UNCRC (RRSA – Silver) • Cost of the School Day (COSD) • CIRCLE Framework 	<ul style="list-style-type: none"> • Sustainability/ECO/Laudato Si/Leadership • 6 WDCs
Evaluate		<ul style="list-style-type: none"> • Curriculum 	<ul style="list-style-type: none"> • Attendance • UNCRC • Cost of the School Day (COSD) • 6 WDCs

YELLOW DENOTES MAJOR FOCUS

GREEN DENOTES MINOR FOCUS/MAINTENANCE AGENDA

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

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	Actions	Resource
<ul style="list-style-type: none"> To ensure our health and wellbeing curriculum empowers learners to explore differences, celebrate faiths, protects children's rights and challenge prejudice. 		
Learners: <ul style="list-style-type: none"> Consistently demonstrate a respectful understanding of diverse cultures, faiths, and identities, actively challenging instances of racism or religious intolerance. Can articulate respectful insights into different faiths and cultures. Confidently and appropriately challenge discriminatory language or behaviour. Demonstrate empathy towards individuals from various backgrounds. 	<ul style="list-style-type: none"> Engage in discussions and with diverse materials/resources to understand different cultures, religions, and worldviews. Research and present on cultural traditions (their own and others'), and actively listen to peers' experiences. Examine discrimination, xenophobia, and intolerance in real-life and historical contexts. Develop critical thinking and challenge prejudice through role-playing, identifying stereotypes and bias, and understanding the principles of 	

	<p>equality and equity, including the need for additional support for some groups.</p> <ul style="list-style-type: none"> • Gain the confidence to speak up against discrimination, learning effective and respectful ways to challenge prejudice. • Know to report incidents to trusted adults and be encouraged to become active advocates for inclusion and equality through participation in relevant school and community groups. • Engage in school events celebrating various cultures, faiths, and identities. 	
<p>Practitioners:</p> <ul style="list-style-type: none"> • Confidently plan, deliver, and assess learning experiences that explicitly explore diversity and multi-faith issues, and effectively equip learners to challenge prejudice. • Use appropriate pedagogical approaches to facilitate challenging conversations about racism and intolerance. 	<ul style="list-style-type: none"> • Engage in professional learning focused on equality, diversity, and inclusion (EDI). • Integrate diversity and multi-faith issues cross the curriculum (not just RE). For example, explore diverse scientists in science, global artists in art, or different musical traditions in music. • Select diverse resources and materials that reflect a wide range of cultures, religions, family structures, abilities, and identities. • Plan well-structured and progressive learning opportunities that build on pupils' existing knowledge and challenge their understanding of complex issues. • Explicitly teach about concepts of equality, diversity, inclusion, racism, xenophobia, and religious intolerance, addressing current events and societal issues related to discrimination and 	<ul style="list-style-type: none"> • CLPL – XX hours <p>Useful websites</p> <ul style="list-style-type: none"> • National Framework for Inclusion • Equality and equity toolkit Resources Education Scotland • Equality and diversity Policies and information About Education Scotland Education Scotland • Promoting race equality and anti-racist education Resources National Improvement Hub

	prejudice in a sensitive and age-appropriate manner.	
Leaders: <ul style="list-style-type: none"> • Ensure the curriculum is strategically planned, resourced, and monitored to provide progressive opportunities for all learners to explore diversity and multi-faith issues, and to actively challenge racism and religious intolerance. • Present a clear, comprehensive curriculum map showing progression in diversity and anti-prejudice education. • Ensure staff receive ongoing professional learning and access to appropriate resources. • Foster a school culture where challenging prejudice is a collective responsibility and is visibly supported. 	<ul style="list-style-type: none"> • Develop and implement a clear, comprehensive school-wide policy on equality, diversity, and inclusion (linked to other relevant policies as appropriate). • Embed the principles of equality and diversity into the school culture, including displays, events etc • Ensure that the curriculum is well-planned and progressive in its coverage of diversity and multi-faith issues including monitoring the effectiveness of the curriculum in promoting knowledge about equalities and challenging discrimination through pupil voice, surveys, and outcomes. • Allocate sufficient resources for diverse learning materials and professional development. • Provide ongoing, mandatory training and professional development for all staff (teaching and non-teaching) on equality, diversity, inclusion, and anti-racism. • Actively involve parents and the wider community. 	<ul style="list-style-type: none"> • National Framework for Inclusion • Equality and equity toolkit Resources Education Scotland • Equality and diversity Policies and information About Education Scotland Education Scotland • Promoting race equality and anti-racist education Resources National Improvement Hub
Families/communities: <ul style="list-style-type: none"> • Demonstrate an increased awareness and understanding of the school's commitment to diversity and anti-prejudice and feel supported 	<ul style="list-style-type: none"> • Stay informed about the school's diversity and inclusion curriculum and policies. • Attend school events celebrating different cultures and faiths. 	

<p>in reinforcing these values within the home and wider community.</p> <ul style="list-style-type: none">• Discuss with their children what they are learning about diversity and different faiths.	<ul style="list-style-type: none">• Discuss diversity and multi-faith issues with their children, building on what they are learning in school.• Communicate any concerns or questions about diversity initiatives• Provide feedback on anti-discrimination efforts.• Share their own cultural experiences and traditions (if comfortable and appropriate).	
<p>Performance Measures / Targets</p> <p>Stakeholder questionnaires – September 2025 and March 2026</p> <p>Pupil Focus groups – September 2025 and March 2026</p> <p>Curriculum Review</p> <p>Policy Review</p> <p>Monitoring visits/direct observation:</p> <p>Visual environment audit</p> <p>General observations of interactions in various environments e.g. classroom playground etc.</p> <p>Assemblies</p> <p>Monitoring Data:</p> <p>Reduction in Prejudiced Incidents: Tracking and analysing reports of bullying, discriminatory language, or prejudiced incidents (e.g., based on race, religion, gender, disability).</p>		

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

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

Outcomes	Actions	Resource
<ul style="list-style-type: none"> Our continued participation in the Visible Learning program will enable us to embed and enhance strategies for fostering assessment-capable learners, including the further refinement of feedback methodologies. Furthermore, we will establish a consistent and clear language of learning for our whole school community. Play 		
Learners: <u>Visible Learning</u> <ul style="list-style-type: none"> Able to confidently express what they are learning, how they have been successful and what they need to do to make progress. 	<u>Visible Learning</u> <ul style="list-style-type: none"> State learning goals, articulate success, and identify next steps. Set personal learning targets in literacy and 	

<ul style="list-style-type: none"> • Able to set targets for their own learning in literacy and numeracy/mathematics. • Develop further their self and peer assessment skills. <p><u>Play</u></p> <ul style="list-style-type: none"> • All learners in Primary 1,2 and 3 will experience interactions, learning experiences and spaces that are enabling, nurturing that puts them at the centre of their own learning. 	<p>numeracy.</p> <ul style="list-style-type: none"> • Apply self and peer assessment strategies in literacy and numeracy. <p><u>Play</u></p> <ul style="list-style-type: none"> • Engage in play-based learning experiences. 	
<p>Practitioners:</p> <p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Consistency of language used to discuss learning across the school. • Make learning intentions and success criteria explicit. • Clear processes for target setting in literacy and numeracy/mathematics. • Improved approaches to feedback – self, peer and teacher directed - provide and model effective feedback, encourage student self-assessment and reflection • Confident use of data to impact positive change in practice. • Foster assessment-capable learners who understand what success looks like. 	<p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Undertake Impact Coaches Learning Walk. • Provide feedback to all staff. • Create an overview of what is to be achieved. • Co-create Lis and SCs more consistently. • Adopt consistent learning language school wide. • Undertake Visible Learning online modules. • Implement clear literacy/numeracy target-setting processes including ensuring that learning goals are clearly visible in the classroom and children can see and measure how well they are doing. • Apply improved self, peer, and teacher feedback strategies including collegiately plan lessons with stage partners on aspects such as ‘how to give feedback’ ‘how to respond to feedback’ etc. • Undertake in-person professional learning (Feb. 2026 inset) • Analyse data to adjust teaching practice. 	<p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Lead – SLT and VL Impact coaches • VL CLPL – 14 hours (5 x collegiate & 5 x Feb. inset 4 & 4 x CT CLPL hours)

<p><u>Play</u></p> <ul style="list-style-type: none"> • Primary 1 to 3 practitioners will be confident in planning learning, teaching and assessment (indoors and outdoors) that fosters skills, supports cognitive development and is focussed on enhancing learning. • Primary 1 to 3 practitioners are confident in planning learning that focuses children's thinking (adult led) ignites children's thinking (adult initiated) follows children's thinking (child led). 	<p><u>Play</u></p> <ul style="list-style-type: none"> • Engage with WDC One-ery Guidance. • Review and redevelop learning spaces (P3) to ensure they are set up to empower children's curiosity, creativity, collaboration, critical thinking, and communication. • Implement Play Strategy • Engage in CLPL - tbc • Engage in collaborative planning across early/first level. 	<p><u>Play</u></p> <ul style="list-style-type: none"> • Lead – Lauren Dorman, DHT • CTs – Early & First Level (P1, P2 & P3) • CLPL – Final One-ery Guidance.pdf - Google Drive • CLPL – Educ. Scot. Play Pedagogy Toolkit (Early Level) • CLPL – Realising the Ambition Being Me • PEF £5000 (environment indoor and outdoor)
<p>Leaders:</p> <p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Establish a cohesive, whole-school framework for Visible Learning and assessment, ensuring consistent clarity in learning intentions, success criteria, and related processes across all stages • Foster a data-informed and feedback-rich professional culture, empowering staff to confidently use evidence and diverse feedback strategies to drive continuous improvement in pupil outcomes. 	<p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Establish and embed a consistent, whole-school approach to making learning visible, ensuring shared clarity on learning intentions, success criteria, and assessment processes across all stages. • Provide clear guidance, resources, and professional learning to facilitate the consistent development and use of data-informed literacy and numeracy target-setting systems. • Implement and promote clear, consistent processes for self, peer, and teacher-directed feedback across the school, providing necessary professional development. 	<p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Lead – SLT and VL Impact coaches • Visible Learning Action Plan • VL CLPL – 14 hours (5 x collegiate & 5 x Feb. inset 4 & 4 x CT CLPL hours)

<p><u>Play</u></p> <ul style="list-style-type: none"> • Can articulate what quality Play based learning /approach looks like across Early and First Level. • Knowledgeable about the key features of high quality, empowering learning environments. • Confident in developing a curriculum with high quality play-based learning and teaching which will overcome any poverty related attainment gap and promote aspirational outcomes for all pupils. 	<p><u>Play</u></p> <ul style="list-style-type: none"> • Develop further the school's play strategy. • Review and refresh cyclical process of responsive and intentional planning - include observations, interpretation and documentation of learning. 	<p><u>Play</u></p> <ul style="list-style-type: none"> • As per practitioner resource section.
<p>Families/communities:</p> <p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Well-informed and able to confidently discuss their child's learning, successes, and areas for development, fostering effective home-school collaboration. <p><u>Play</u></p> <ul style="list-style-type: none"> • Develop an understanding of how play-based approaches support their child's learning and development. 		<p><u>Visible Learning</u></p> <ul style="list-style-type: none"> • Parent friendly guides and explanations. • Home Learning Support & Activity Ideas. • Family Learning event. <p><u>Play</u></p> <ul style="list-style-type: none"> • successful engagement in a range of school-led workshops (Stay & Play and Book bug), resources, and communication strategies, leading to enhanced home-learning environments that complement classroom practices.
<p>Performance Measures / Targets</p> <p>By January 2026, most learners will be able to describe what they are learning, how they will be successful and how to make progress as measured through learner interviews and classroom observations.</p> <p>By January 2026, most learners will be able to set personal learning targets in literacy and numeracy.</p> <p>By January 2026, most learners will report increased confidence in using self and peer assessment in literacy and numeracy.</p>		

By January 2026, all teachers will report improved approaches to feedback – self, peer and teacher directed – provide and model effective feedback, encourage student self-assessment and reflection.

By June 2026, all teachers will report increased confidence in the use of data to impact positive change in practice.

By June 2026, most parents/carers will report understanding of how play-based approaches support their child's learning and development.

Play

Monitoring visits/direct observation:

Learning observations and walkthroughs evidence that practitioners effectively scaffold learning through questioning, providing prompts, and extending play experiences within a nurturing and purposeful environment.

Monitoring Data :

EY Baselines

ACEL data – almost all children are on track to achieve Early Level (P1) in literacy and numeracy and sufficient progress at First Level (P2 & P3) in literacy.

Priority 3: ATTAINMENT Ensure approaches to raising attainment for all pupils including those at risk of missing out.

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	Actions	Resource
<ul style="list-style-type: none"> To increase/maintain attainment in literacy (reading). 		
Learners Developing a life-long love of reading <ul style="list-style-type: none"> Demonstrate that they enjoy sharing stories, reading, engaging with stories/books by themselves or with adults Early level learners will develop strong oral language skills as the foundation of learning to read and write. Able to talk about what they have read ie characters, setting, plot, etc 	<ul style="list-style-type: none"> Sharing practice and expectation for ensuring literacy rich environments. Ensuring shared standards for using provocations to promote curiosity and interest in reading/literacy Sharing practice across early level to promote play pedagogy within literacy Collaborative working /practitioners to ensure seamless transitions 	<ul style="list-style-type: none"> Developing spaces for learning, creative use of resources that promote interest and love of reading. Practitioners, teachers, support staff, parents

<ul style="list-style-type: none"> • Able to articulate their developing, or highly developed reading skills with confidence including how to improve further. • Experience learning opportunities through a modelling and meta-cognition approach leading to mastery of reading. 	<ul style="list-style-type: none"> • Sharing practice to promote quality interactions between adults/children, teachers/learners 	
<p>Practitioners Promoting children's life-long love of reading</p> <ul style="list-style-type: none"> • Develop a love of reading through consideration of the interactions, experiences and spaces on offer • Develop listening and talking, to support early reading progress • Develop phonological awareness as a key component of early reading development • Provide opportunities to play with sounds and patterns of language • Support children to make connections between sounds they hear and print in their environment • Building concepts of print, how and why print is used, creating print rich environments, that help children make connections with print • ELC practitioners - develop knowledge and understanding of how to develop skills for reading through pedagogy on the five components of reading (phonemic awareness, phonics, fluency, comprehension, vocabulary) 	<ul style="list-style-type: none"> • Trio approach: EY /Primary Staff at early level, engage in Education Scotland 'Learning to read programme'. • Leading change through enquiry • Sharing Learning Event • EY Lead ELCO/ or EEL engage in Programme/On-line, then ensure collaborative dialogue/sharing learning within trio • Wed 29th Oct – Intro & self-evaluation • Wed 19th Nov – Building a literacy rich environment • Wed 10th Dec – Developing skills for reading • Wed 14th Jan – Building independent and engaged readers • Wed 4th Feb – Planning your enquiry project • Wed 4th March – Enquiry Project Check in • Wed 29th April – Sharing the Learning Event 	<p>Trios and collaborative working across three groups</p> <p>1 Dalmuir ELCC (Lead ELCO Dalmuir ELCC, P1 CT St Stephen's PS, P1 CT OHR)</p> <p>2 OLOL PS & ELCC (EEL OLOL, P1 CT OLOL, P1 CT St Eunan's PS & ELCC)</p> <p>3 St Mary's PS & ELCC (Lead ELCO St Mary's, P1 CT St Mary's, P1 CT St Joseph's PS)</p>
Practitioners:		

Improving pedagogical strategies and practice to improve reading comprehension

- Demonstrate increased skill in using specific pedagogical strategies e.g., mastery/metacognition and phonics-based instruction and vocabulary building to support reading instruction. They will also report increased confidence in applying these strategies.
- Able to create and deliver structured reading lessons that incorporate agreed pedagogical strategies e.g. explicit phonics instruction, vocabulary development, guided reading, and comprehension checks.
- Demonstrate increased skill and report greater confidence in using assessments in reading and by Year 2, improved use of high-quality assessment approaches in reading.

Transition

- Promote cross-sectoral collaborative approaches to teaching reading at early level with a focus on ELC/P1 and P7/S1 transition.

- Engage in planned professional learning
- Participate in self-evaluation for improvement questionnaire, identifying strengths and learning needs within teaching phonics
- Engage in professional learning in phonics
- Vocabulary development (Word Aware across the school)
- Engage in professional learning on mastery/metacognition.
- Lead learners, supporting, enhancing practice in reading pedagogy, within each school (or as a shared LLC event, practitioners could create, film, share practice

Transition

- Collaborative planning that employs approaches to meeting the differing needs within learning experiences P7, S1 CTs
- Share practice in employing adaptive teaching in reading lessons P7, S1 CTs
- Moderation, shared assessment of reading skills,
- Engage in area of focused attention within second level reading or early level reading

- Shared LLC questionnaire, google form Inservice Day Wed 13th August, 1.00-3.00pm, A McFarlane
- Caroline McG to identify practitioner early years to deliver Word Aware ie C.Carrick, (*Could Ellen Moran do this*)
- DHTs to lead CLPC session in own school by the end of November 2025.
- DHTs to lead shared LLC collegiate – 4th March 2026.
- DHTs to lead evaluative/planning session – 7th May 2026 (9.00 – 10.30).
- Modelling practice through face to face, recorded, shared delivery in school
- P7 and S1 teaching staff, transition activities
- ELCOs/P1 teaching staff, transition activities
- Texts,
- Spaces for learning, resources, books,

Leaders

Improve and sustain a successful reading curriculum

- | | | |
|---|---|--|
| <ul style="list-style-type: none">● Implement a strategic approach to promote reading for enjoyment by establishing consistent, school wide “Reading for Enjoyment” approaches that include dedicated time for independent reading, regular book talks/recommendations, and access to a diverse and engaging collection of reading materials.● Establish clear expectations for the learning, teaching, and assessment of reading, and provide a structured professional learning programme that includes targeted coaching and collaborative planning to support practitioners in meeting those expectations.● Ensure that effective use of assessment, attainment and securing progress data will be used effectively to raise attainment, secure progress and narrow the poverty related attainment gap. | <ul style="list-style-type: none">● Create a shared overview of texts● Establish quality reading materials in all settings, ensuring opportunity for focus on high quality, engagement in reading● Seek the views of children on texts, choice etc, gathering qualitative data to inform improvement (staff, pupil, parent questionnaires)● Ensure a shared standard and expectation for a planned and delivered ‘reading lesson’ at early, first and second level● Ensure the use of higher order questioning● Review, adapt and implement RWM -WDC● Review and create shared LLC reading assessments at early, first and second level● Promote the use of high-quality assessments in reading, ensuring application of reading skills● Leaders (DHTs) moderate assessments, ensuring inclusion of benchmarks leading to robust professional judgement of CfE levels● With colleagues (SLT) engage in area of focused attention within key stages e.g. P1, P4, P7, taking a deep dive to improve attainment● Across LLC, (SLT) share processes on how we track progress, achievement and attainment in | <ul style="list-style-type: none">● Sharing overviews of quality reading materials, reading resources, play materials that promote early engagement with stories, books, characters etc.● Share practice, collective approaches to gathering qualitative data- questionnaires etc.● Video, film clip resources, CTs/DHTs modelling best practice in quality ‘teaching reading’ experiences.● Play pedagogy that supports reading skills.● Key personnel to support planning materials: DHTs, CC, Ed Psych?● WDC approaches to area of focused attention, Improvement framework● Baselines, BGE, Class teacher trackers |
|---|---|--|

	<p>reading, with heightened focus at key transition stages of EY/P1 and P7/S1</p> <ul style="list-style-type: none"> • Share approaches to moderation of ACEL, Baseline data in reading at key points ie Interim submission dates, Baseline submission dates 	
<p>Families/communities Approaches to connecting with families on literacy</p> <ul style="list-style-type: none"> • Supporting families, key adults improving early literacy/ reading at home. 	<ul style="list-style-type: none"> • Share practice on approaches to parental engagement and family learning in reading/literacy • Share professional learning around PEEP sessions, Stay and Play, curriculum focus weeks/sessions in reading 	<ul style="list-style-type: none"> • Shared resources/ Overviews on approaches to improve reading • In-person events • Pack • Flyers
<p>Performance Measures / Targets</p> <p>Pre/post questionnaires for learners – approaches to learning to read – increase in confidence/capacity within reading early to second level.</p> <p>Pre/post questionnaires for practitioners – approaches to learning and teaching in reading – increase in confidence/capacity within early to second level.</p> <p>Pre/post questionnaires for families – approaches to supporting reading – increase in confidence in how to support and promote reading at home.</p> <p>Pre/post evaluation of phonics-based instruction (teachers).</p> <p>Monitoring visits/direct observation:</p> <p>Improved learning and teaching in reading evaluated through learning visits/walkthroughs as per own establishment arrangements.</p> <p>Improved learning and teaching approaches to early literacy through observation of spaces for learning, experiences and interactions within the playroom.</p> <p>Monitoring Data:</p> <p>Data to support the measuring of progress:</p> <ul style="list-style-type: none"> • LLC ACEL data for reading • School ACEL data for reading • Literacy baselines 		

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

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	Actions	Resource
<ul style="list-style-type: none"> Continue to develop a whole school approach to LfS that incorporates problem-based and outdoor learning. Create and implement an effective system to record and track children's skills development using the 6 WDCs 		
Learners: <ul style="list-style-type: none"> Experience opportunities that allow them to develop an understanding of sustainability principles and practices. Demonstrate increased confidence in articulating how they are developing their skills through contributing to the life of the school and wider community. Collaborate on and lead sustainability- focused projects to enhance collaboration, critical thinking skills, and active engagement in sustainability initiatives. 	<ul style="list-style-type: none"> Explore and apply sustainability principles. Articulate how school/community contributions develop their skills. Collaborate and lead sustainability projects. Participate in varied LfS-themed activities. Explain how LfS achievements build WDC skills. Actively participate in meaningful outdoor learning. 	<ul style="list-style-type: none"> Skills Passport (name tbc)

<ul style="list-style-type: none"> • Engage in motivating and relevant interdisciplinary activities relating to LfS themes. • Talk about the links between their LfS achievements and the development of skills for learning, life and work (WDC Competencies). • Engage in outdoor learning which is more effective and meaningful. 		
<p>Practitioners:</p> <ul style="list-style-type: none"> • Understand the content, purpose and implications of the WDC LfS Strategy including the school's role in implementing the strategy. • Confident in developing and implementing Project- Based Learning evident in planning coherent and progressive interdisciplinary learning with a focus on LfS. • Skilled in using LfS learning to promote skills for learning, life and work (6 WDCs). • Increased confidence in planning and implementing meaningful outdoor learning experiences. 	<ul style="list-style-type: none"> • Engage in professional learning session(s) on WDC LfS Strategy content and school implementation, PBL specific to LfS, 6 WDCs and outdoor learning. • Familiarisation with key strategy documents – guidance/summary. • Use collaborative planning time. • Share exemplars of LfS lessons promoting WDC skills. • Develop a bank of accessible resources/ideas. • Offer coaching/mentoring for PBL lesson design and delivery. • Establish peer support networks for outdoor learning implementation. 	<ul style="list-style-type: none"> • CLPL x 7 hours on WDC LfS Strategy, PBL, 6 WDCs and outdoor learning – collegiate and inservice. • home MyPBLWorks • The 6 WDCs (google.com) <p><i>Planning time including 7.5 hours additional planning time allocated through working time agreement for new planning formats.</i></p>
<p>Leaders:</p> <ul style="list-style-type: none"> • Clearly communicated expectations for the learning, teaching and assessment of IDL/PBL linked to LfS and with a focus on meaningful outdoor learning experiences. • Confident in establishing a whole school approach to sustainability within the school. 	<ul style="list-style-type: none"> • Evaluate and revise current LfS practices. • Develop further whole school approach to LfS including incorporating problem-based approaches and the 6 WDCs. • Develop further whole school approach to outdoor learning. 	<ul style="list-style-type: none"> • Lead – Michelle Diamond, HT, Jacqueline O'Donnell, PT & David Smyth, CT, working party • frwk11-lfs-framework.pdf (education.gov.scot) • Learning for Sustainability Programmes Learning in Scotland Education Scotland • Whole school and community approach to learning for sustainability (LfS) – Self-evaluation

<ul style="list-style-type: none"> • Promote dialogue and action towards a whole school approach to LfS, with particular emphasis on progression in learning both within and across establishments. • Provide a coherent framework for partnership working in relation to LfS. 	<ul style="list-style-type: none"> • Create and implement an effective system to record and track children's skills development using the 6 WDCs. • Establish partnerships with local businesses to broaden LfS impact. • Continue to support the implementation of Laudato Si Schools Scotland. • Continue to support the implementation of ECO Schools Scotland initiatives. • Provide opportunities for parents to engage with school initiatives fostering collaboration and citizenship within the community. 	<ul style="list-style-type: none"> • and improvement framework Resources National Improvement Hub (education.gov.scot) • Vision 2030+ Concluding report on LfS National Implementation Group (March 2016) • Microsoft Word – LearningforSustainability-Vision2030ActionPlan (education.gov.scot) • A summary of learning for sustainability resources Resources Education Scotland • Laudato Si Schools Scotland Scottish Catholic Education Service SCES • Seven Steps – Eco Schools (eco-schools.org.uk) • Outdoor learning resources Resources Education Scotland • LtL Scotland Learning through Landscapes Scotland • NatureScot • Resources for teachers (John Muir)
<p>Families/communities:</p> <ul style="list-style-type: none"> • Clear understanding of the school's whole-school approach to Learning for Sustainability enabling them to effectively reinforce these principles and values at home. • Actively engaged in school-led Learning for Sustainability initiatives, particularly those involving outdoor and problem-based learning, leading to their direct contribution to their child's learner journey. 	<ul style="list-style-type: none"> • Engage with school LfS communications. • Discuss LfS topics (e.g., sustainability problems) at home. • Actively participate in family and school learning activities. • Share relevant family experiences or skills with the school. 	
<p>Performance Measures / Targets</p>		

Monitoring visits/direct observation:

Evaluate the quality of delivery of IDL within the context of sustainability, incorporating PBL and the 6 WDCs.

Most learning observations will be evaluated as good or better.

Meetings/minutes/photographs etc will show the development of the Loretto Young Ambassador Groups.

Monitoring Data:

Data will demonstrate an increased number of children taking on leadership roles.

New established system/process for tracking wider achievement.

Seeking Views:

Pre/post questionnaires will demonstrate an increase in the number of children playing an active role in the life of the school and wider community.

Pre/post questionnaires will demonstrate an increase in family engagement.

Self evaluation:

[Education Scotland Whole school and community approach to learning for sustainability \(LfS\) Self-evaluation and improvement framework](#)

Priority 5 – OTHER LLC (ATTENDANCE) - Improving attendance for learners, using a collaborative, partnership working approach

Outcomes	Actions	Resource
Learners <ul style="list-style-type: none"> • To be able to identify the barriers to them in attending school. • Improved attendance for the identified learners. 	<ul style="list-style-type: none"> • To develop an understanding about the importance of attendance through assemblies and how this ensures success in their learning. • Learners identified through Joint LLC Improving Attendance project will engage with the Forcefield exercise to help understand barriers to their attendance. 	<ul style="list-style-type: none"> • LLC Supervisor will use tracking systems, processes for communicating with/engaging families. • WDC Attendance Communication Resources • West Partnership Attendance Tracker • PFSW (SPTA)
Practitioners: <ul style="list-style-type: none"> • Developed understanding of barriers to attendance for identified learners and what supports can be provided. 	<ul style="list-style-type: none"> • Using gathered evidence to plan supports and strategies for identified learners. • Practitioners demonstrating ownership and responsibility in approaches to improving attendance ie how they ensure inclusive practice to welcome, support children's transition to class • Use attendance tracking data, to evaluate and adapt support strategies. 	<ul style="list-style-type: none"> • GIRFEC Plans • PFSW (SPTA) • West Partnership Attendance Tracker
Leaders <ul style="list-style-type: none"> • Collaborative cross-sectoral LLC working/ approaches leading to improved outcomes in attendance for young people. 	<ul style="list-style-type: none"> • Leaders will implement a strategic and collaborative LLC approach to improving attendance. 	<ul style="list-style-type: none"> • Joint LLC Improving Attendance QUIP.

<ul style="list-style-type: none"> ● Shared working, shared resources, signposting for parents/carers, providing a strengthened model to support children and families to improve attendance. 	<ul style="list-style-type: none"> ● Develop an LLC process model for Improving Attendance for targeted Interventions. ● Leaders will monitor attendance, ensuring an effective school system for supporting children and families, particularly identified individuals or groups of learners. ● Leaders will meet with key personnel across LLC, to share resources, practice, and effective partnership working to improve attendance. ● Leaders will contribute to and coordinate processes for review meetings involving partners to support and improve attendance. 	<ul style="list-style-type: none"> ● LLC Attendance data, gathering, profiling, run charts (Clerical Supervisor). ● West Partnership Attendance Tracker ● Milestone planner ● Partnership working
<p>Families/communities</p> <ul style="list-style-type: none"> ● Increased capacity and ownership within improving attendance, including communication with school/centre and participation in activities/supports to improve attendance. 	<ul style="list-style-type: none"> ● Families identified to be part of Joint LLC Improving Attendance project to complete Forcefield exercise to help identify barriers to attendance. ● Work in partnership with the school to support, including wellbeing or practical support to improve children's attendance. ● Work in partnership with school to access wider support within partnership working. 	<ul style="list-style-type: none"> ● Education Scotland Self Evaluation Resources (Forcefield) ● Planned and individualised support measures for identified Families in LLC Joint Project. ● Access to partnership working ● Participation in meetings with school or with partners.
<p>Performance Measures / Targets</p> <p>School systems and processes for monitoring attendance and late coming data - acting when data falls below acceptable levels. Regular communication to parents about avoidance of term time holidays, or impact of accrued absences. Process for recording and monitoring data of Joint LLC Improving attendance project.</p> <p>Monitoring Data:</p> <p>Process for recording and monitoring data of Joint LLC Improving attendance project.</p>		

