



# **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>	Read with me in WDC (Leadership) Count with me in WDC (Leadership level only) Evisense GIRFEC Refresh Year 2 of Deep Learning Progression Framework Year 2 of Visible Learning Year 2 of Assessment and Moderation. New BGE Toolkit	Read with me in WDC (Practitioners) Count with me in WDC (Practitioners) Expressive Arts Programmes Year 3 of Visible Learning Year 3 of Assessment and Moderation Health and Wellbeing Tracker The Promise New Play Environment Year 5 of ASN Strategy	
<b>EMBED</b>	SCERTS B-Squared Health & Wellbeing Curriculum Laudato Si Circle Framework Problem Based Learning Nurture Principles	Evisense GIRFEC Refresh New BGE Toolkit	
<b>EVALUATE</b>	Partnership working with Edinbarnet. IDL Planning Format Talk for Writing Approach Family Learning Approaches Expressive Arts Programmes	SCERTS B-Squared Health & Wellbeing Curriculum Laudato Si Circle Framework Problem Based Learning Nurture Principles	
<b>EXTEND</b>	Play at Early and First Level	Partnership working with Edinbarnet. IDL Planning Format Talk for Writing Approach Family Learning Approaches	

## 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>This should be action focused language</b>	<b>Resource</b> <b>This should be human/time /budget</b>
<b>Learners:</b> A few identified learners will benefit from Play Therapy to help them learn to manage and regulate their emotions more effectively.	<ul style="list-style-type: none"> <li>To engage in therapeutic games and storytelling to safely process emotional experiences</li> <li>To cooperate in play activities to strengthen turn-taking, empathy, and conflict resolution.</li> </ul>	R Ferguson, every Monday, from April to March, for ½ hour or 45mins. £16,740. (PEF)
<b>Practitioners:</b> Confidently plan and facilitate play to support the learners to manage and regulate their emotions.	<ul style="list-style-type: none"> <li>Establish a predictable play routine to build the child's sense of safety.</li> <li>To facilitate emotional expression by introducing role-play scenarios</li> <li>Track and document behaviour patterns during free play.</li> </ul>	R Ferguson, every Monday, from April to March, for ½ hour or 45mins. £16,740. (PEF) Time for staff to liaise with R Ferguson
<b>Leaders:</b> Improved attendance and reduced incidents of emotional dysregulation and more positive relationships established.	<ul style="list-style-type: none"> <li>To collaborate with the play therapist and parents to ensure attendance at the sessions as well as communicating clearly the focus needed for the</li> </ul>	<ul style="list-style-type: none"> <li>Weekly meeting with R Ferguson</li> <li>Monthly monitoring of attendance</li> <li>Weekly monitoring of dysregulation.</li> </ul>

	<p>sessions.</p> <ul style="list-style-type: none"> <li>• Monitor attendance and incidents of dysregulation.</li> </ul>	
<b>Families/communities:</b> Increased knowledge of how to support their child's emotional wellbeing.	<ul style="list-style-type: none"> <li>• To collaborate with the play therapist at the start and end of the intervention.</li> <li>• To attend the sessions planned for the parent/ carer to support them with strategies to be used at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Time allocated from Aug – March as part of the timetable on a Monday. £16,740. (PEF)</li> </ul>
<b>Learners:</b> All learners will benefit from intelligence led action planning, to tailor learning outcomes, to empower learners to make better-informed decisions that foster personal growth, resilience, and achievement.	<ul style="list-style-type: none"> <li>• To complete and be honest in their wellbeing assessment in order that the teacher can ensure the correct support is in place to allow the pupil to grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Wellbeing assessment to be completed in August 25, January 26 and May 26 by each pupil individually.</li> </ul>
<b>Practitioners:</b> All practitioners become skilled and capable of using the data to enable timely interventions for individuals, group or class around their social, emotional, mental or physical wellbeing.	<ul style="list-style-type: none"> <li>• To begin to engage with the Health and Wellbeing Tracker. To use the data to plan interventions for individuals, groups or whole class around specific areas of their wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Collegiate 1 : Introduce the Tracker</li> <li>• Time within the WTA in August, January and May to for practitioners to analyse the data.</li> </ul>
<b>Leaders:</b> Foster a healthier, more supportive learning environment. Improved attendance, reduced behavioural issues, and academic underperformance.	<ul style="list-style-type: none"> <li>• To facilitate discussion at tracking and monitoring meetings, as to what practitioners have identified to support the pupils' health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor attendance monthly</li> <li>• Timetable tracking and monitoring meetings, Oct, Feb and May.</li> </ul>
<b>Families/communities:</b> To make more informed choices around their child's social, emotional, mental and physical wellbeing.	<ul style="list-style-type: none"> <li>• To work in partnership with the school by being open and honest about life at home which is affecting their child's health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Open door policy for parents/ carers</li> <li>• Meeting with parents/carers when any interventions, supports identified.</li> <li>• GIRFEC paperwork to be completed if necessary.</li> </ul>
<b>Learners:</b> To be able to identify the barriers to them, in attending school. Improved attendance for the identified learners.	<ul style="list-style-type: none"> <li>• To develop an understanding about the importance of attendance through assemblies and how this ensures success in their learning.</li> <li>• Learners identified through Joint LLC Improving Attendance project will engage with the Forcefield exercise to help understand barriers to their attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• LLC Supervisor will use tracking systems, processes for communicating with/engaging families.</li> <li>• WDC Attendance Communication Resources</li> <li>• West Partnership Attendance Tracker</li> <li>• PFSW (SPTA)</li> </ul>

<p><b>Practitioners:</b> Developed understanding of barriers to attendance for identified learners and what supports can be provided.</p>	<ul style="list-style-type: none"> <li>• Using gathered evidence to plan supports and strategies for identified learners.</li> <li>• Practitioners demonstrating ownership and responsibility in approaches to improving attendance ie how they ensure inclusive practice to welcome, support children's transition to class</li> <li>• Use attendance tracking data, to evaluate and adapt support strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• GIRFEC Plans</li> <li>• PFSW (SPTA)</li> <li>• West Partnership Attendance Tracker</li> <li>•</li> </ul>
<p><b>Leaders:</b> Collaborative cross-sectoral LLC working/ approaches leading to improved outcomes in attendance for young people.</p> <p>Shared working, shared resources, signposting for parents/carers, providing a strengthened model to support children and families to improve attendance.</p>	<ul style="list-style-type: none"> <li>• Leaders will implement a strategic and collaborative LLC approach to improving attendance.</li> <li>• Develop an LLC process model for Improving Attendance for targeted Interventions.</li> <li>• Leaders will monitor attendance, ensuring an effective school system for supporting children and families, particularly identified individuals or groups of learners.</li> <li>• Leaders will meet with key personnel across LLC, to share resources, practice, and effective partnership working to improve attendance.</li> <li>• Leaders will contribute to and coordinate processes for review meetings involving partners to support and improve attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Joint LLC Improving Attendance QUIP.</li> <li>• LLC Attendance data, gathering, profiling, run charts (Clerical Supervisor).</li> <li>• West Partnership Attendance Tracker</li> <li>• Milestone planner</li> <li>• Partnership Working</li> </ul>
<p><b>Families/communities</b> : Increased capacity and ownership within improving attendance, including communication with school/centre and participation in activities/supports to improve attendance.</p>	<ul style="list-style-type: none"> <li>• Families identified to be part of Joint LLC Improving Attendance project to complete Forcefield exercise to help identify barriers to attendance.</li> <li>• Work in partnership with the school to support, including wellbeing or practical support to improve children's attendance.</li> <li>• Work in partnership with school to access wider support within partnership working.</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland Self Evaluation Resources (Forcefield)</li> <li>• Planned and individualised support measures for identified Families in LLC Joint Project.</li> <li>• Access to partnership working</li> <li>• Participation in meetings with school or with partners.</li> </ul>
<p><b>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</b></p>		
<ul style="list-style-type: none"> <li>• Measure outcome using the Strengths and Difficulties Questionnaire as a baseline then at the end of the intervention. Force Field one for Attendance Intervention.</li> <li>• Set targets from the baseline questionnaire and evaluate at the end of the intervention.</li> <li>• Monitor the learner's engagement, social interaction and regulation over the period of any intervention.</li> <li>• Monitor attendance of the pupil's who are involved in any of the interventions.</li> <li>• Measure Impact :Google Form to seek views from staff and parents about the impact of the intervention their child was involved in.</li> </ul>		

- Process for recording and monitoring data of Joint LLC Improving attendance project.

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

### CREATIVITY

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

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<b>Learners:</b> Will experience consistently and progressive high quality expressive arts learning opportunities, to develop the ability to think creatively and express ideas in original ways.	<ul style="list-style-type: none"> <li>• To actively take part with all expressive arts learning experiences.</li> <li>• Contribute their own creative thoughts, themes, and narratives.</li> <li>• Work co-operatively with peers and respect others' ideas.</li> <li>• Use the arts to communicate personal experiences or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable over the course of the year to experience all of the expressive arts.</li> <li>• 7 week programme with Dance Teacher through <b>PEF £1680</b></li> </ul>
<b>Practitioners:</b> Increased confidence in planning engaging expressive art based lessons.	<ul style="list-style-type: none"> <li>• Plan, using the new Expressive Arts Planners.</li> <li>• Create learning experiences that includes skill development, creative exploration, and reflective practice.</li> </ul>	<ul style="list-style-type: none"> <li>• In-Service Day August, introduce planner.</li> <li>• New Expressive Arts planner link <a href="#">PowerPoint Presentation</a></li> <li>• Teachers to select their area of strength to deliver engaging lessons</li> </ul>

		<ul style="list-style-type: none"> <li>Follow timetable for blocks of learning.</li> </ul>
<b>Leaders:</b> Enhance collaborative working within the leadership of the expressive arts curriculum to ensure all working collaboratively with each other as well as outside agencies.	<ul style="list-style-type: none"> <li>Promote the values of the arts within the school and wider community.</li> <li>Facilitate the discussion and expectations of using the new Expressive arts planners.</li> <li>Ensure time is allocated to allow collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Timetable over the course of the year to experience all of the expressive arts.</li> <li>7 week programme with Dance Teacher through <b>PEF £1680</b></li> <li>New Expressive Arts planner link <a href="#">PowerPoint Presentation</a></li> </ul>
<b>Families/communities:</b> Learn about the arts by attending and engaging in the 'Showcase of Learning' events.	<ul style="list-style-type: none"> <li>Attend the 'Showcase of Learning' events.</li> <li>Engage and evaluate the learning.</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter with dates for sharing the learning.</li> </ul>
<b>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</b>		
<ul style="list-style-type: none"> <li>Monitor teachers forward plans to ensure progression and high quality, engaging lessons.</li> <li>Monitoring visits, to observe pupils engagement in Expressive Art lessons.</li> <li>Measure of impact : Seek views from pupils about enjoyment and skills development through Expressive Arts Programme.</li> <li>Measure of impact : Seek views from staff using a Google form as to evaluate the new Expressive Arts Planner and timetable.</li> </ul>		



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

**ATTAINMENT**

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap  Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
<b>Learners:</b> Pupils will develop greater ownership of their learning by being actively engage with high-quality feedback, to identify next steps and reflect on progress,. This will build confidence, promote a growth mindset, and ultimately lead to measurable improvements in attainment across the curriculum.	<ul style="list-style-type: none"> <li>All learners to become familiar with the 3 Visible Learning feedback questions: Where am I going? How am I going? Where to next?</li> <li>All learners to engage in self and peer assessment opportunities allowing them to develop their feedback skills focussed on areas of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers modelling feedback within lessons.</li> <li>Teachers providing time and opportunities for learners to be given and provide feedback.</li> <li>Rubrics used to facilitate clear and purposeful feedback.</li> </ul>

<p><b>Practitioners:</b> Knowledgeable practitioners that through further Visible Learning research display an understanding of effective feedback. Practitioners that through clarity of learning intentions, success criteria and timely responses will be equipped to provide purposeful, learner-centred and impactful feedback.</p>	<ul style="list-style-type: none"> <li>• All teachers will engage in further Visible Learning CLPL and complete V-Lat1 and V-Lat2 modules.</li> <li>• This shared professional learning will contribute to a consistent culture of feedback across the school, fostering learner engagement, progress, and improved outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned collegiate meetings, time agreed as part of WTA – 360 minutes CLPL August – December '25.</li> <li>• Impact Coaches to support Visible Learning.</li> <li>• Cost via PEF taken last school session.</li> </ul>
<p><b>Leaders:</b> Through collaboration will ensure a consistent approach to feedback across the school.</p>	<ul style="list-style-type: none"> <li>• Leaders will clearly communicate expectation, detailing the structure and regularity of feedback within a lesson</li> <li>• Evaluation of current feedback methods. Shared expectation of feedback strategies linked to feedback matrix.</li> <li>• Learning Walks to observe feedback in action.</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of tracking and monitoring dates to evaluate impact of CLPL modules V-Lat1 and V-Lat2.</li> <li>• Timetabled Learning Walks – facilitating peer observations and opportunity for professional dialogue in term 3</li> <li>• Feedback Matrix.</li> </ul>
<p><b>Families/communities:</b> Actively involved in using the language of feedback at home by asking the three VL questions:</p> <ul style="list-style-type: none"> <li>- Where are you going?</li> <li>- How are you going?</li> <li>- Where to next?</li> </ul> <p>Knowledgeable about purpose of feedback: help learners understand their progress, identify gaps in their understanding, and guide them towards achieving their learning goals.</p>	<ul style="list-style-type: none"> <li>• Language of feedback and examples of feedback shared with families/communities.</li> <li>• Clearly defined and communicated measure of progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom.</li> <li>• Sharing the learning events.</li> <li>• Parent/carers workshops.</li> </ul>
<p><b>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</b></p>		
<ul style="list-style-type: none"> <li>• Baseline and evaluation data collated through Google Form seeking pupil views on their understanding of feedback - completed August '25 and April '26.</li> <li>• Learning walks to monitor and observe feedback strategies within lessons.</li> </ul>		

## Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work

### EMPLOYABILITY

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

Outcomes	Actions	Resource
<b>Learners</b> <b>Developing a life-long love of reading</b> <ul style="list-style-type: none"> <li>Children will demonstrate that they enjoy sharing stories, reading, engaging with stories/books by themselves or with adults</li> <li>Children at early level will develop strong oral language skills as the foundation of learning to read and write.</li> <li>Children will be able to talk about what they have read ie characters, setting, plot, etc</li> <li>Children will be able to articulate their developing, or highly developed reading skills with confidence including how to improve further.</li> <li>All learners will experience learning opportunities through a modelling and meta-cognition approach leading to mastery of reading.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing practice and expectation for ensuring literacy rich environments</li> <li>Ensuring shared standards for using provocations to promote curiosity and interest in reading/literacy</li> <li>Sharing practice across early level to promote play pedagogy within literacy</li> <li>Collaborative working /practitioners to ensure seamless transitions</li> <li>Sharing practice to promote quality interactions between adults/children, teachers/learners</li> </ul>	<p>Developing spaces for learning, creative use of resources that promote interest and love of reading</p> <p>Practitioners, teachers, support staff, parents</p>
<b>Practitioners</b> <b>Promoting children's life-long love of reading</b> <ul style="list-style-type: none"> <li>Develop a love of reading through consideration of the interactions, experiences and spaces on offer</li> </ul>		<p>Trios and collaborative working across three groups</p> <p>DF &amp; RJ Leads for WDC, liaising with Ed Scotland</p>

<ul style="list-style-type: none"> <li>• Developing listening and talking, to support early reading progress</li> <li>• Developing <b>phonological awareness</b> as a key component of early reading development</li> <li>• Provide opportunities to play with sounds and patterns of language</li> <li>• Support children to make connections between <b>sounds</b> they hear and <b>print in their environment</b></li> <li>• Building concepts of print, how and why print is used, creating <b>print rich environments</b>, that help children make connections with print</li> <li>• Practitioners in ELC will develop knowledge and understanding of how to develop skills for reading through pedagogy on the five components of reading (<b>phonemic awareness, phonics, fluency, comprehension, vocabulary</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Trio approach: EY /Primary Staff at early level, engage in Education Scotland 'Learning to read programme'.</li> <li>• Leading change through enquiry</li> <li>• Sharing Learning Event</li> <li>• EY lead ELCO/ or EEL engage in Programme/On-line, then ensure collaborative dialogue/sharing learning within trio</li> <li>• Wed 29th Oct - Intro &amp; self evaluation</li> <li>• Wed 19th Nov - Building a literacy rich environment</li> <li>• Wed 10th Dec - Developing skills for reading</li> <li>• Wed 14th Jan - Building independent and engaged readers</li> <li>• Wed 4th Feb - Planning your enquiry project</li> <li>• Wed 4th March - Enquiry Project Check in</li> <li>• Wed 29th April - Sharing the Learning Event</li> </ul>	<p><b>1 Dalmuir ELCC</b> ( Lead ELCO Dalmuir ELCC, P1 CT St Stephen's PS, P1CT OHR)</p> <p><b>2 OLOL PS &amp; ELCC</b> ( EEL OLOL, P1 CT OLOL, P1 CT St Eunan's PS &amp; ELCC)</p> <p><b>3 St Mary's PS &amp; ELCC</b> ( Lead ELCO St Mary's, P1 CT St Mary's, P1 CT St Joseph's PS)</p> <p>DF ESO to meet with Lead ELCO/ EEL after each session, re cascading the learning within the ELCC</p> <p>DF/RJ sharing learning with LLC</p> <p>Dates tbc for Lead ELCO or EEL in each setting to share learning with P1CTs from each PS</p>
<p><b>Practitioners:</b></p> <p><b>Improving pedagogical strategies and practice to improve reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Practitioners will demonstrate increased skill in using <b>specific</b> pedagogical strategies e.g., <b>mastery/metacognition and phonics-based instruction</b> and vocabulary building to support reading instruction. They will also report increased confidence in applying these strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in planned professional learning</li> <li>• Participate in self-evaluation for improvement questionnaire, identifying strengths and learning needs within teaching phonics</li> <li>• Engage in professional learning in phonics</li> </ul>	<p>Shared LLC questionnaire, google formInservice Day Wed 13th August, 1.00-3.00pm, A McFarlane</p> <p>Caroline McG to confirm if Word Aware prof learn can be same afternoon.</p>

<ul style="list-style-type: none"> <li>Practitioners will be able to <b>create and deliver structured reading lessons</b> that incorporate agreed pedagogical strategies e.g. explicit phonics instruction, vocabulary development, guided reading, and comprehension checks.</li> <li>Practitioners will demonstrate increased skill and report greater <b>confidence in using assessments</b> in reading and by Year 2, improved use of high quality assessment approaches in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary development (Word Aware across the school)</li> <li>Engage in professional learning on mastery/metacognition.</li> <li>Lead learners, supporting, enhancing practice in reading pedagogy, within each school (or as a shared LLC event, practitioners could create, film, share practice</li> </ul>	<p>DHTs meet 4th Sept (OHR), plan CLPL - High quality reading experience for EL, FL, SL</p> <p>DHTs to lead CLPL session in own school by the end of November 2025.</p> <p>DHTs to lead shared LLC collegiate - 4th March 2026 (tbc).</p> <p>DHTs to lead evaluative/planning session - 7th May 2026 (9.00 - 10.30).</p> <p>Modelling practice through face to face, recorded, shared delivery in school</p>
<p><b>Practitioners</b></p> <p><b>Improving strategies and practice to meet learning needs, within reading</b></p> <p>Promote cross-sectoral collaborative approaches to teaching reading at early and second level at key transition stages</p>	<ul style="list-style-type: none"> <li>Collaborative planning of reading learning experience, that employs approaches to meeting the differing needs within learning experiences P7, S1 CTs</li> <li>Share practice in employing adaptive teaching delivering reading lessons P7, S1 CTs</li> <li>Engage in area of focused attention within second level reading</li> <li>Moderation, shared assessment of reading skills,</li> </ul>	<p>P7 and S1 teaching staff, transition activities</p> <p>Area of focused attention (reading), implement in own setting or link with colleagues cross LLC</p> <p>DHTs ensuring implementation of reading assessments, evaluating impact</p>
<p><b>Leaders</b></p> <p><b>Improve and sustain a successful reading curriculum</b></p> <ul style="list-style-type: none"> <li>Leaders will implement a strategic approach to promote <b>reading for enjoyment</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>Create a shared overview of texts</li> <li>Establish quality reading materials in all settings, ensuring opportunity for focus on high quality, engagement in reading</li> <li>Seek the views of children on texts, choice etc, gathering qualitative data to inform improvement (staff, pupil, parent questionnaires)</li> </ul>	<p>Sharing overviews of quality reading materials, reading resources, play materials that promote early engagement with stories, books, characters etc</p> <p>Share practice, collective approaches to gathering qualitative data- questionnaires etc</p>

<ul style="list-style-type: none"> <li>Leaders will establish clear expectations for the <b>learning, teaching, and assessment</b> of reading, and provide a structured professional learning programme that includes targeted coaching and collaborative planning to support practitioners in meeting those expectations.</li> <li>Leaders will ensure that <b>effective use of assessment, attainment and securing progress data</b> will be used effectively to raise attainment, secure progress and narrow the poverty related attainment gap.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure a shared standard and expectation for a planned and delivered 'reading lesson' at early, first and second level</li> <li>Ensure the use of higher order questioning</li> <li>Review, adapt and implement RWM - WDC</li> <li>Review and create shared LLC reading assessments at early, first and second level</li> <li>Promote the use of high quality assessments in reading, ensuring application of reading skills</li> <li>Leaders (DHTs) moderate assessments, ensuring inclusion of benchmarks leading to robust professional judgement of cfe levels</li> <li>With colleagues (SLT) engage in area of focused attention within key stages eg P1, P4, P7, taking a deep dive to improve attainment</li> <li>Across LLC, (SLT) share processes on how we track progress, achievement and attainment in reading, with heightened focus at key transition stages of EY/P1 and P7/S1</li> <li>Share approaches to moderation of ACCEL, Baseline data in reading at key points ie Interim submission dates, Baseline submission dates</li> </ul>	<p>Video, film clip resources, CTs/DHTs modelling best practice in quality 'teaching reading' experiences</p> <p>play pedagogy that supports reading skills</p> <p>Key personnel to support planning materials: dhts, CC, Ed Psych?</p> <p>WDC approaches to area of focused attention, Improvement framework</p> <p>Baselines, BGE, Class teacher trackers</p>
<p><b>Families/communities</b></p> <p><b>Approaches to connecting with families on literacy</b></p> <ul style="list-style-type: none"> <li>Supporting families, key adults improving early literacy/ reading at home.</li> </ul>	<ul style="list-style-type: none"> <li>Share practice on approaches to parental engagement and family learning in reading/literacy</li> <li>Share professional learning around PEEP sessions, Stay and Play,</li> </ul>	<p>Shared resources/ Overviews on approaches to improve reading</p> <p>In-person events</p> <p>Pack</p> <p>Flyers</p>

	curriculum focus weeks/sessions in reading	
<p><b>Performance Measures / Targets</b></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><b>Monitoring visits/direct observation:</b></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><b>Monitoring Data:</b></p> <p>Data to support the measuring of progress:</p> <ul style="list-style-type: none"> <li>• LLC ACEL data for reading</li> <li>• School ACEL data for reading</li> <li>• Literacy baselines</li> </ul>		

## Priority 5: New Community Campus

<b>Outcomes</b> <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	<b>Actions</b>	<b>Resource</b>
<b>Learners:</b>	Play Outdoor learning Forest Schools	
<b>Practitioners:</b>		
<b>Leaders:</b>		
<b>Families/communities:</b>		
<b>Performance Measures / Targets</b> - How we will evidence the impact on outcomes - Reminder must have a baseline - <b>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</b>		