



Gartocharn ELCC and 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
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
(Adaptations form Year 1 based on evaluations)

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	<ul style="list-style-type: none"> Tracking in Health and Wellbeing (ELCC and School) Count on Me: Leaders and Practitioners Read with Me: Leaders focus on links with Writing, and developing Gartocharn's Approach to Reading and Writing (align ELCC and School) Visible Learning Year 2, Leaders and Practitioners. Professional Development Focus on 2 strands of Developing Visible Learners and Feedback. GIRFEC Refresh ASN WDC paperwork refresh Parents as leaders of Show More focussed links with LLC Improving environments in P1/2 and P3/4 	<ul style="list-style-type: none"> Count on me Learners engage and family links/workshops to engage families Develop Count with me through new pedagogical approaches and introduction of new planning approaches Talking and Listening, introduce new Progression Pathway documents , as part of integrated Literacy approach Renewed focus on Blooms, specifically to enhance teaching and learning within Literacy Blooms – linked to VL Improving environments in p4/5 and P6/7 Wellbeing Indicators linked to Children's Rights, informing learning and teaching High Quality Assessment introduced for Health and Wellbeing 	<ul style="list-style-type: none"> Technology to creatively enhance learning and teaching
EMBED	<ul style="list-style-type: none"> WDC 6 competencies, further developing our CCC approach Bespoke Curriculum Rationale and Design: Implement Year 1 including environmental changes to support the delivery of curriculum 	<ul style="list-style-type: none"> Count on Me: Leaders and Practitioners and Learners Visible Learning Year 3, Leaders and Practitioners Learners - Focus on impact of 2 main strands LLC - shared improvements, working collegiately together as 	<ul style="list-style-type: none"> Count on Me: Leaders and Practitioners and Learners and Families Visible Learning Year 3, Leaders and Practitioners Learners and Families Literacy Strategy in place. Year 2 of the Writing Approach/

	YEAR 1	YEAR 2	YEAR 3
	<ul style="list-style-type: none"> Tools for Writing (new Spelling, Grammar and Handwriting Programmes delivered at all stages within school)) New Assessment Calendar (School) and alignment to VL Reading Approaches New Vision and Values 	per SIP <ul style="list-style-type: none"> Visible Learning Strategy Pupil Voice in Health and Wellbeing 	Holistic strategy taking in to account all aspects of Literacy - confidence in all areas <ul style="list-style-type: none"> Integrated Health and Wellbeing Curriculum
EVALUATE		<ul style="list-style-type: none"> Tracking of Health and Wellbeing, and whole campus strategy Tools for Writing - data informed impact Assessment Calendar Inclusion (Up, Up and Away, CIRCLE) 	<ul style="list-style-type: none"> Bespoke Curriculum Rationale and Design: Implement Year 3 and evaluate for next 3 year cycle Metacognition within our curriculum journey - what could be improved VL - impact so far and next steps
EXTEND			<ul style="list-style-type: none"> Health and Wellbeing Tracking Assessment Strategy - what needs to improve?

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

WELLBEING

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners ELCC: All ELCC children have enhanced opportunities to contribute to learning within Health and Wellbeing, and informing planning. All children are beginning to make links between Children's Rights and their learning within Health and	Actions ELCC: Experiences within Group work focuses on <ul style="list-style-type: none"> • exploration around key Wellbeing Indicators • gathers Pupil Voice • links to Children's Rights 	Resources ELCC: New Health and Wellbeing resources such as books, poster etc to stimulate discussion and support Children's Voice - £300 Collegiate (one meeting) and planning time WDC Children's Rights Ambassador – to support at Collegiate Meeting

<p>Wellbeing.</p> <p>Learners School:</p> <p>All school children develop their abilities to contribute to monthly Health and Wellbeing planning ensuring Pupil Voice informs learning and teaching. A focus on 'BESPOKE RISK' in relation to every Wellbeing Indicator ensures relevant learning for the children.</p> <p>All children are beginning to make links between Children's Rights and their learning within Health and Wellbeing.</p> <p>All children develop their working knowledge and understanding of the School Values through planned links to the Wellbeing Indicators and Children's Rights through Health and Wellbeing lessons.</p>	<p>Actions School:</p> <p>Each Wellbeing Indicator is introduced monthly, and the introductory lesson involves:</p> <ul style="list-style-type: none"> • Exploration of the specific 'risks' for all wellbeing indicators • Children contributing to planning • Visible Learning Format used and adapted as appropriate • Links to Children's Rights are explicit and explored through teaching and learning • Links to School Values explicit and explored through teaching and learning 	<p>Head Teacher and Principal ELCO planning meeting time</p> <p>Resources School:</p> <p>HT Time</p> <p>HT and Principal ELCO planning meeting time</p> <p>Class contact time</p> <p>WDC Children's Rights Ambassador – to support at Collegiate Meeting</p>
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<p>Practitioners ELCC</p> <p>ELCOs have developed their knowledge and understanding of Children's Rights and the ways in which they compliment teaching and learning of Wellbeing Indicators.</p> <p>Practitioners School:</p> <p>Teachers have developed their knowledge and understanding of Children's Rights and the ways in which they compliment teaching and learning of Wellbeing Indicators.</p> <p>Teachers have effectively delivered High Quality Assessments within Health and Wellbeing and have used data to inform next steps and enhance professional judgment.</p> <p>Teachers have implemented the new WDC Health and Wellbeing planners ensuring a more consistent and progressive approach to planning and assessment.</p>	<p>Actions ELCC:</p> <p>Engage in Professional Development of Children's Rights</p> <p>Use new overview to inform experiences</p> <p>Actions School:</p> <p>Engage in Professional Development of Children's Rights</p> <p>Use new overview to inform planning, teaching. Learning and assessment</p> <p>Relevant adaptations made to School Assessment Calendar</p>	<p>Resources ELCC:</p> <p>Planning time, as relevant</p> <p>Professional Literature on Children's Rights</p> <p>WDC Children's Rights Ambassador</p> <p>UNCRC Module</p> <p>Resources School:</p> <p>Planning time, as relevant</p> <p>Professional Literature on Children's Rights</p> <p>WDC Children's Rights Ambassador</p>
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<p>Leaders ELCC:</p> <p>Champion has led the Development of ELCC Health and Wellbeing Strategy ensuring:</p> <ul style="list-style-type: none"> • a more integrated Health and Wellbeing Curriculum, • encompasses Children's Rights • explicit links to ELCC Values 	<p>Actions ELCC:</p> <p>Look outwards, and develop knowledge of current effective practice for relevant aspects of Health and Wellbeing Curriculum</p> <p>Consult and work with relevant stakeholders to support Health and Wellbeing developments</p>	<p>Resources ELCC:</p> <p>HT Time and Principal ELCO time</p> <p>Collegiate Time</p> <p>Professional enquiry and dialogue time, as appropriate</p> <p>Time to consult with stakeholders and relevant colleagues as appropriate</p>
<p>Leaders School:</p> <p>HT has led the Development of a more integrated Health and Wellbeing Curriculum, encompassing Wellbeing Indicators, Children's Rights and School Values.</p> <p>HT has led the creation of Gartocharn Campus Health and Wellbeing Strategy.</p> <p>HT has led the introduction of High Quality Assessments within Health and Wellbeing.</p> <p>HT has led the introduction of the new WDC Planning Documents for Health</p>	<p>Actions School:</p> <p>Look outwards, and develop knowledge of current effective practice for relevant aspects of Health and Wellbeing Curriculum</p> <p>Consult and work with relevant stakeholders to support Health and Wellbeing developments</p> <p>Develop understanding of WDC Planning Documents</p> <p>Develop working knowledge and understanding of High Quality Health and Wellbeing Assessments</p>	<p>Resources School:</p> <p>HT Time and Principal ELCO time</p> <p>Collegiate Time x 2</p> <p>Professional enquiry and dialogue time, as appropriate</p> <p>Time to consult with stakeholders and relevant colleagues as appropriate</p>

and Wellbeing.		
Families/communities ELCC and School Contribute towards the creation of Campus Health and Wellbeing Strategy through a focussed Workshop.	Actions ELCC and Actions School: Plan and deliver Health and Wellbeing Parental Workshop with focus on gathering Parental views	Resources ELCC and Resources School: HT and Principal ELCO time Parental time and views
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		
Playroom/Learning and Teaching visits to all ELCC Groups and classes show observed Health and Wellbeing experiences and lessons demonstrate a more integrated Health and Wellbeing curriculum with explicit links to Children's Rights, and reflect the ELCC/School Values. Monitoring Data ELCC : <ul style="list-style-type: none"> Data from termly tracking of Health and Wellbeing indicators demonstrates appropriate follow up experiences to maximise readiness to learn and Health and Wellbeing across all indicators, ensuring equity Evaluations from ELCOs demonstrate a more integrated Health and Wellbeing Curriculum is delivered at playroom level and enhances experiences Monitoring Data School: <ul style="list-style-type: none"> Data from Termly Pupil Health and Wellbeing Surveys demonstrate issues raised have been appropriately responded to, increasing teacher agency and maximising readiness to learn. 		

- Evaluations from teachers and pupils demonstrate a more integrated Health and Wellbeing Curriculum is delivered within all classrooms and enhances teaching and learning
- Wellbeing Indicator data as per BGE Toolkit
- Monitoring of High Quality Assessments within Health and Wellbeing
- Monitoring of use of new WDC Progression Pathways/Planners

Seeking views:

- Professional dialogue throughout professional ELCO and Teacher meetings
- Professional Dialogue throughout collegiate meetings to collectively discuss and raise standards in relation to shared expectations
- Child Focus groups with Health and Wellbeing focus
- Focussed 'Class Discussion' as per data collected during one of three Tracking and monitoring periods – October.
- Parental Workshop, informing creation of Health and Wellbeing Strategy

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
<p>Learners ELCC:</p> <p>Alignment across the campus ensures pre school ELCC children begin to develop the 6 WDCs through termly participation with the school programme.</p> <p>Learner School:</p> <p>All children have increased opportunities to learn about their future through active participation with this years' IDL focus 'Our Future.'</p> <p>All children develop skills relating to WDC 6Cs through</p> <ul style="list-style-type: none"> focused Collaborative Communication Club 	<p>Actions ELCC:</p> <p>Organisation and planning of appropriate CCC sessions to join in with</p> <p>Gather Evaluations of children's voice to informs next steps</p> <p>Actions School:</p> <p>Children actively participate in lessons taught by all teachers in the school</p> <p>Children are involved in whole class and focus group evaluations of Year 2 Gartocharn's Curriculum Journey</p> <p>All school children develop WDC 6Cs through engagement with focussed CCC time and within wider curriculum</p>	<p>Resources ELCC:</p> <p>HT and Principal ELCO time</p> <p>ELCO/Teacher communication time</p> <p>Resources School:</p> <p>New Novels (Future themed) - £500</p> <p>Collegiate Planning time</p> <p>Use of How Good is OUR school to support Learner Evaluations</p>

<p>time (Year 3 of CCC)</p> <ul style="list-style-type: none"> integration of the WDC 6Cs across the curriculum, with a particular focus on IDL, and introduced focus with Literacy and Numeracy 		
<p>Practitioners ELCC:</p> <p>Practitioners have introduced the 6 WDCs as appropriate within the ELCC, linking it to CCC within the school.</p> <p>All practitioners have engaged in Termly Coaching Conversations to help support leadership and creative planning/delivery of experiences within the ELCC.</p> <p>Practitioners School :</p> <p>Teachers Implement Year 2 of Gartocharn's Curriculum</p>	<p>Actions ELCC:</p> <p>CLPL on 6 WDCs</p> <p>Planning meeting</p> <p>Creation of Planning documents/integration into current planning documents</p> <p>Engagement with Coaching Conversation documents</p> <p>Actions School:</p> <p>Teachers engage in collegiate planning</p>	<p>Resources ELCC:</p> <p>Collegiate and planning time</p> <p>WDC resources on 6 WDCs</p> <p>Time to liaise with school staff</p> <p>Resources School:</p> <p>Time at Inservice Days</p>

<p>Journey, the context being 'Our Future' permeating all curricular areas.</p> <p>Teachers have developed creative planning and delivery approaches through collegiate planning, ensuring positive outcomes for learners.</p> <p>All teachers have engage in planning and teaching 'specialities' across Early Level to Second Level as appropriate throughout the session.</p> <p>All teachers have further developed their confidence in planning and delivering lessons to facilitate development for all 6 of the WDC competencies throughout:</p> <ul style="list-style-type: none"> • focussed CCC time • IDL teaching and learning • <p>All teachers have begun to develop the 6WDCs throughout teaching and learning within Literacy and Numeracy.</p> <p>All teachers have sought and</p>	<p>Introduction of Es and Os P1 - P7 Planning Overview</p> <p>Deepen knowledge of the curricular areas teachers are assigned to, led through engagement with relevant CLPL and literature.</p> <p>Plan and deliver the specific curricular areas assigned to from Early Level to Second Level.</p> <p>Evaluate the implementation and impact of Gartocharn's Curriculum Journey</p> <p>Engage in termly Coaching conversations with focus on their leadership journey/creative approaches</p> <p>Teachers lead with proactive communications with partner agencies and parents to support teaching and learning</p> <p>Planning formats adapted to support 6 WDCs as appropriate</p> <p>Engagement with Coaching Conversation Document</p>	<p>Collegiate Time</p> <p>Planning time</p> <p>Professional enquiry and dialogue time, as appropriate</p> <p>Termly focussed Coaching Conversations, with all practitioners, with focus on Leadership at all levels</p>
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<p>organised the use of parents and partners within the community to enhance creative teaching and learning experiences.</p> <p>All teachers have engaged in Termly Coaching Conversations to help support leadership and creative planning/delivery of the curriculum.</p>		
<p>Leaders ELCC:</p> <p>Principal ELCO has introduced termly Coaching Conversations with all ELCOs to support leadership at all levels with a focus on creative delivery of the curriculum.</p> <p>Leaders School:</p> <p>HT has led the implementation of Year 2 of Gartocharn's new Curriculum Journey with the focus 'Our Future.'</p>	<p>Actions ELCC:</p> <p>Design termly, focussed Coaching Sessions for all teaching staff to develop leadership at all levels with focus on creative delivery of the curriculum</p> <p>Engagement with CLPL to develop working knowledge and understanding of leading Coaching Conversations</p> <p>Actions School:</p> <p>Assign staff to lead specific curricular areas and timetable/organise to allow all staff to work with all children across school</p>	<p>Resources ELCC:</p> <p>Collegiate time</p> <p>HT and Principal ELCO time for planning Coaching Conversations</p> <p>CLPL Time for professional development</p> <p>Resources School:</p> <p>Time at Inservice August</p>

<p>HT has led the development of WDC 6Cs resulting in all children from pre school stage upwards being recipients of teaching and learning to further the 6Cs, and developing this further within Literacy and Numeracy.</p> <p>HT has led the organisation and delivered expectations for effective collegiate planning, ensuring our School Values of 'Originality' and 'Remarkability' have driven forward innovative and creative planning/delivery of the curriculum.</p> <p>HT has introduced termly Coaching Conversations with all teachers to support leadership at all levels with a focus on creative delivery of the curriculum.</p>	<p>Provide opportunities and guidance for CLPL</p> <p>Refresh planning documents as appropriate</p> <p>Lead evaluations of Curriculum Journey with all stakeholders.</p> <p>Plan with ELCC to ensure consistency of approach and appropriate alignment across the campus</p> <p>Refresh P4/5 and P6/7 classroom environments to complement a modern/creative curriculum</p> <p>Engage in further CLPL for Coaching</p> <p>Design termly, focussed Coaching Sessions for all teaching staff to develop leadership at all levels with focus on creative delivery of the curriculum/ HT and Principal ELCO set standards for Coaching Conversations</p>	<p>Collegiate time x 1</p> <p>Professional enquiry and dialogue time, as appropriate.</p> <p>£500 for classroom refresh</p> <p>HT and Principal CO meetings</p>
<p>Families/communities ELCC:</p> <p>Using the skills and time of parents and community, they enhance the experiences our</p>	<p>Actions ELCC and Actions School:</p> <p>Organise and promote parental and community engagement in the wider life of the school, using this to contribute to improvements. For example, being part</p>	<p>Resources ELCC and Resources School:</p> <p>HT and Principal ELCO time to organise</p> <p>Time with class teachers to work together eg</p>

<p>children receive through utilising their skills and resources.</p> <p>Parents evaluate several policies throughout the year to develop a close and collegiate working relationship with the ELCC.</p> <p>Families/communities School:</p> <p>Parents across the campus contribute to and evaluate the curriculum, specifically design, delivery and impact, informing next steps within Gartocharn's Curriculum Journey.</p> <p>Using the skills and time of parents and community, they enhance teaching and learning within IDL focus, 'Our Future.'</p> <p>Further develop links our community network through meeting and working with the Gartocharn Community Council.</p>	<p>of:</p> <ul style="list-style-type: none"> • Sharing the Learning Events • Parent Council (increased number of parents involved) • Curriculum Workshop • Family Fun Events • After School Clubs • Parent led/community show practice • Evaluations eg at Parent Night and specific times throughout the year • Policy Evaluation Discussions 	<p>show</p> <p>Meeting time with Rob Vincent from Gartocharn Community Council</p> <p>Parent Council Meetings/designated time within these</p>
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Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Monitoring visits/direct observation:

- Through observations of the totality of the curriculum a change in teacher:pupil dynamic, an enhancement of individual professional skills and the design principles are more apparent and impactful, ensuring high levels of participation and engagement across the campus
- Environmental changes in P4/5 and P6/7 align with the delivery of a modern curriculum. They show spaces being well used and purposeful and demonstrate consistency of approach within the campus
- HT and Principal ELCO evaluate the creativity/originality observed at playroom and classroom level

Monitoring Data :

- Data collected through forward Planning Monitoring at the beginning of every term show increasingly effective progressive planning, assessment at the centre and reduced planning across the curriculum as curriculum specialities develop
- Data collected thorough monitoring of CCC plans shows increasing adherence and development of a Skills Framework across the campus for all pre school and beyond children
- Data from planning meetings show that staff across the campus are involving parents and partners to support learning and teaching within the classroom

Seeking views:

- Professional dialogue through RAIL meetings and through Termly Coaching Conversations shows a development in leadership skills which directly impact the effective delivery of Gartocharn's Curriculum Journey
- Focus groups with children allow children to contribute to evaluations which inform practice, this year and next, enhancing pupil agency
- Engagement with parents and the community/partners generates evidence to show an enhanced relationship with their child's learning and an enhanced role within the totality of the curriculum
- Focus groups of children engage in evaluations of CCC and inform further teaching and learning of WDC 6Cs

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
Learners ELCC: All ELCC children developed Numeracy skills through engagement with experiences which are informed by Count with Me	Actions ELCC: Count With Me training to be shared with all ELCOs. Relevant resources to be purchased to support Count with Me Liaison with Early Years teacher to support children's experiences relating to Count with Me	Resources ELCC and School: Numeracy resources, collegiate planning time for class teachers Principal ELCO time to work with class teachers

<p>Learners School:</p> <p>All learners continue to experience increased opportunities allowing them to develop their mental agility skills and use these skills in a variety of different contexts.</p> <p>All learners are becoming increasingly confident at using and articulating learned strategies through Number Talks</p> <p>Learners are able to demonstrate their progress in Numeracy and Maths through engagement with newly introduced assessments:</p> <ul style="list-style-type: none">• Digital based OLSP assessments• High Quality Numeracy and Maths Assessments <p>Learners in early and First Level (up to P3) experience daily opportunities for a Play Based approach to support the development of their literacy, numeracy and mathematical knowledge and understanding.</p> <p>All learners are beginning to articulate ways in which Blooms</p>	<p>Actions School:</p> <p>Children engage in daily mental maths/agility input and use opportunities to transfer and develop their learning</p> <p>Learners engage with new Assessments</p> <p>Learners in P1-P3 engage and evaluate Play Based Approaches</p> <p>Learners use Blooms graphics to articulate and guide learning</p>	
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informs and challenges their thinking/learning within our Integrated Literacy Approach.		
<p>Practitioners ELCC:</p> <p>Count with Me Champion has shared learning with all ELCOs, developing capacity.</p> <p>All ELCOs have engaged in planning and delivering experiences which develop Numerical and Mathematical skills reflective of Count with Me Strategy</p> <p>Practitioners School:</p> <p>Practitioners in P1- P3 have provided daily/frequent opportunities for children to develop Literacy and Numeracy through high quality play based approaches.</p> <p>Teachers in P1-P3 have developed their knowledge of Realising the Ambition.</p> <p>Teachers have further developed</p>	<p>Actions ELCC:</p> <p>Planned CLPL collegiate meetings focussing on Count with Me</p> <p>Relevant adaptations made to Planning Documents</p> <p>Relevant additions made to resources and adaptations to environment</p> <p>Use of Number Box</p> <p>Actions School:</p> <p>Engage in relevant professional learning/dialogue to enhance play based resources for Early/First Level</p> <p>Visit other schools to develop knowledge and understanding of effective Play Based Approaches</p> <p>Engage in learning about Realising the Ambition,</p> <p>Lead daily opportunities for children to develop mental agility and transfer this learning in a variety</p>	<p>Resources ELCC:</p> <p>Collegiate Time</p> <p>Early Years Teacher time</p> <p>Planning time</p> <p>Resources School:</p> <p>Early/First Level Play Based Resources £300</p> <p>Time/cover for school visits</p> <p>Principal ELCO time for Realising the Ambition - professional development with P1 – P3 teachers</p> <p>Collegiate time</p> <p>Collegiate Planning Time</p>

<p>knowledge and confidence in planning and delivering high-quality Concrete, Pictorial, Abstract learning experiences as per Gartocharn Strategy, using WDC adapted Numeracy and Maths planners to support this,</p> <p>Teachers have adapted pedagogy and introduced Very Important Box within Numeracy.</p> <p>Teachers have developed confidence and knowledge in planning and delivering opportunities for learners to build number sense, explore the structure of number, and gain and apply a range of mental number strategies that build flexible and agile minds.</p> <p>Teachers have developed Assessment Strategy within Numeracy and Maths includes administration of:</p> <ul style="list-style-type: none"> • Digital Based Assessments • High Quality Assessments <p>Blooms has been used to guide and inform High Order Thinking/Critical Thinking as an integral part of Literacy lessons.</p>	<p>of contexts Provide daily opportunities for children to use, compare, discuss strategies as per Number Talks.</p> <p>Organise Very Important Box Resources</p> <p>Practitioners to engage in a wider range of concrete and pictorial resources to support learning and teaching, developing a more active approach across the campus</p> <p>Blooms graphics and guides feature on all classroom working walls.</p> <p>Teachers engage in CLPL to develop knowledge and understanding of Blooms and the way in which it shapes teaching and learning within Literacy.</p> <p>Teachers organise and use the WDC Progression Pathways for Listening and Talking</p>	<p>Professional Dialogue time within Tracking and Monitoring Meeting</p>
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<p>Teachers have developed increased confidence in their use of more challenging and critical questioning/leading discussion as part of Literacy lessons.</p> <p>Teachers have introduced the use of WDC Progression Pathways In Listening and Talking, further adapting an integrated approach to the Literacy Curriculum.</p>		
<p>Leaders ELCC:</p> <p>Lead the developments in Numeracy and Maths and ensured high quality planning and delivery of experiences.</p> <p>Leaders School:</p> <p>HT has generated and clearly communicated expectations with teachers around Play Based Approaches and how this is</p>	<p>Actions ELCC:</p> <p>Provide collegiate planning opportunities and opportunities to share effective practice</p> <p>Evaluate Planning</p> <p>Actions School:</p> <p>Work with Principal ELCO focussing on Realising the Ambition</p> <p>Visit other schools to observe and learn about</p>	<p>Resources ELCC:</p> <p>Planning time</p> <p>Collegiate Time</p> <p>Principal ELCO time to liaise with Early Years teacher</p> <p>Resources School:</p> <p>Collegiate time x 5</p> <p>Professional Development time</p>

<p>articulated at classroom level.</p> <p>HT has clearly communicated expectations for the learning, teaching and assessment of maths and numeracy that raises attainment for all children.</p> <p>HT has developed knowledge of Read With Me and use this to inform clear expectations in relation to focus on Blooms at classroom level</p> <p>HT has led the introduction of Talking and Listening Progression Pathways</p>	<p>effective Play Based Approaches</p> <p>Make connections between Read With Me and Gartocharn's Literacy Strategy</p> <p>Implement Listening and Talking Pathways across whole school</p>	<p>Time with Principal ELCO to develop campus strategy</p> <p>Numeracy resources £500</p> <p>Professional Literature around Blooms and Read with Me</p>
<p>Families/communities ELCC and School:</p> <p>All families are supported to contribute to the improvements within Numeracy and Maths through the provision of Learning at Home resources and Strategies Toolkit for all Early and First and Second (third as necessary) Level learners within the campus.</p>	<p>Actions ELCC and Actions School:</p> <p>Engage with given resources through specific Learning at Home opportunities</p> <p>Create Early, First and Second Level resources which support learning in Numeracy at home.</p> <p>Engage with Number Talks Workshop</p>	<p>Resources ELCC and Resources School:</p> <p>£200 Learning at Home resources (school)</p>

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Monitoring visits/direct observation:

- Classroom Learning and Teaching visit (February) shows a development in teacher skills and confidence to teach/lead an effective mental maths input at the start of each lesson, using Very Important Box and leading children's opportunities to articulate strategies/their learning
- Classroom Learning and Teaching visit (February) shows a development in pupil skills to engage effectively in mental maths inputs and demonstrate a more fluent, accurate response, aided by relevant materials, and use Very Important Box, as appropriate
- Classroom visit and daily informal observations show an increased engagement with appropriate and challenges strategies to support a Play Based learning approach to Numeracy in P1/2/3 – ensure challenge is clear.
- Environment walks across the campus show an increasing alignment between ELCC and School (P1-P3) in terms of teaching and learning environment, provocations and (age/stage) resources
- Classroom Learning and Teaching visit (May) shows a development in teacher skills and effectiveness to teach/lead an integrated literacy curriculum with clear links across Reading, Writing and Talking and Listening and a clear focus on HOTS/teachers leading discussion/questions to develop critical responses and challenge learning

Monitoring Data :

- Attainment levels in Numeracy and Maths remain over 80%
- Baseline data for children on Early Level demonstrates sound progress within this level, building well on curriculum covered within ELCC
- End of phase assessments and periodic assessments for all children within First and Second Level demonstrate sound progress within and across levels and contribute to more professionally robust judgements for teachers
- Data for 3 children (P2, P3 and P7) with significant ASN demonstrate proportionate and evident progress within Numeracy and Maths Curriculum
- High Quality Assessment in Numeracy and Maths demonstrates effective progress and ability to transfer skills across the curriculum
- Reading data across the school
- HT led Moderation exercises with children in P1, P4 and P7 show appropriate progress and mathematical agility in line with benchmarks
- Monitor the use and impact of the WDC Listening and Talking Progression Pathways, ensuring they contribute to an integrated Literacy Curriculum.

Seeking views:

- RAIL meeting and Termly Coaching Conversations demonstrate a development in Class Teachers confidence and skill as leaders of Numeracy and Maths within their own classes
- Engagement with LLC colleagues 'opens up' further opportunities to raise standard and expectations, and impact on practice, is evident through professional dialogue at collegiate meetings
- Focus Groups for children provide data in relation to impact of increased mental maths/mathematical agility inputs and increase use of resources
- Parental evaluations of 'numeracy at home' and the ways in which school resources have supported this and challenged learning.

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 <i>Learners, Practitioners, Leaders,</i>	Actions	Resource
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<i>Parents/Families/Communities</i>		
<p>Learners ELCC:</p> <p>All learners have had an increased variety of experiences of working with parents and the community/within the community to enhance engagement and relationships.</p> <p>Learners can increasingly articulate the ways in which the new Vision and Values shape their experiences within the nursery.</p> <p>Learners engage with SIMOA and can articulate the ways in which this drives forward skills and responsibilities.</p> <p>Learners School:</p> <p>Learners can increasingly articulate the ways in which the new Vision and Values drive forward improvements, ambition and attainment and links to teaching and learning within the totality of the curriculum.</p> <p>Learners show increasing ability to talk about their learning, including the</p>	<p>Actions ELCC:</p> <p>Learners enjoy a variety of new experiences and enhanced experiences through working more closely with the parents and community.</p> <p>Learners engage with wall displays and discussions about the ELCC Values.</p> <p>Learners are celebrated for 'living' the ELCC Values.</p> <p>Learners engage with the displays and discussions about SIMOA.</p> <p>Actions School:</p> <p>Learners engage with Vision and Values lessons within Assembly</p> <p>Learners engage in lessons which include explicit links to school Vision and Values</p> <p>Learners are celebrated for living the Vision and Values, at assembly, and within class.</p>	<p>Resources ELCC:</p> <p>Planning and Collegiate time</p> <p>Wall displays</p> <p>Professional reading/looking outwards to learn more about successful implementation of SIMOA</p> <p>Resources School:</p> <p>PEF for Visible Learning (amount TBC)</p> <p>Assembly time</p> <p>Vision and Values graphics throughout school.</p> <p>Social Enterprise Literature</p>

<p>next steps on their learning journey and how they are going to get there.</p> <p>P7 learners have led the creation, planning and delivery of a Social Enterprise Project which positively impacts on school and community</p>	<p>Relevant engagement with Social Enterprise Schools 2025</p> <p>Planning and delivery of Social Enterprise Project</p> <p>Engagement with Evaluative toolkits for Social Enterprise Project</p> <p>Learners engage with increasing opportunities to talk about their learning journey and articulate their next steps as per Visible Learning</p>	<p>Social Enterprise colleagues working with Class Teacher/P7</p>
<p>Practitioners ELCC:</p> <p>All ELCOs have sought and organised the use of parents and partners within the community to enhance creative experiences within the ELCC.</p> <p>All ELCOs have explored SIMOA through focussed, relevant experiences.</p> <p>Practitioners School:</p> <p>All practitioners model the new Vision and Values and use them to drive forward an appropriate ethos and expectation with all learners.</p>	<p>Actions ELCC:</p> <p>ELCOs have use of planning and collegiate time to enhance working links within the community</p> <p>Develop working relationships with relevant partners</p> <p>Plan and deliver experiences for children which include the wider community in terms of environment and people</p> <p>Actions School:</p> <p>Practitioners talk about and articulate their personal and professional interpretation of the Vision and Values</p>	<p>Resources ELCC:</p> <p>Collegiate and Planning time</p> <p>Resources School:</p> <p>Time on inservice to revisit Visible Learning in relation to 2 previous models: Feedback</p>

<p>Engagement with 2 Visible learning Modules drives forward bespoke changes within each classroom, for each practitioner as per Year 3 Visible Learning Plan</p>	<p>Practitioners link Vision and Values to raising attainment, aspirations and futures being realised</p> <p>Creation of Year 3 Visible Learning Plan</p> <p>Creation on bespoke teacher/class Visible Learning Plans</p> <p>Engagement with associated reading and professional development relating to Visible Learning</p>	<p>Year CLPL time for teachers</p> <p>Collegiate Meetings</p> <p>Class Cover for Impact Coach at relevant point</p> <p>LLC Meetings/Inservice Days for VL Training</p>
<p>Leaders ELCC: Principal ELCO evaluates the impact of enhanced working relationships with parents and the community.</p> <p>Principal ELCO has developed focussed links with another ELCC to share good practice/develop professional skills and understanding across all relevant quality indicators.</p> <p>Leaders School: HT strategically leads the continued</p>	<p>Actions ELCC: Professional dialogue with all ELCOs</p> <p>Capturing Pupil Voice relating to experiences within the nursery</p> <p>Organise timetable of visits with another ELCC</p> <p>Carefully consider QIs and decide focus for visits</p> <p>Actions School: Communicate with staff expectations around</p>	<p>Resources ELCC: Principal ELCO Time</p> <p>Relevant evaluation Toolkits</p> <p>Resources School: Time at inservice Day/LLC</p>

<p>implementation and development of the refreshed Vision and Values</p> <p>HT strategically leads Year 3 Visible Learning.</p> <p>Clearly communicated strategy to respond to professional development within Visible Learning, and expectations in terms of progress with</p> <ul style="list-style-type: none"> • practitioners • learners • bespoke plans 	<p>development of Vision and Values</p> <p>Engage with Visible Learning CLPL</p> <p>Engage with further learning around Visible Learning/LCC</p> <p>Creation and Implementation of the Visible Learning Action Plan 25-26</p> <p>Lead focus groups with children to maximise impact of Visible Learning at their level</p> <p>Create display for Visible Learning within school, visually recording journey and impact at practitioner and pupil level</p>	<p>Collegiate time – including LLC</p> <p>Further time for CLPL within Visible Learning</p> <p>Time to lead focus groups with children</p>
<p>Families/communities ELCC and School:</p> <p>All families within the campus are increasingly familiar with our new Vision and Values and they ways in which they shape the totality of the curriculum across the campus.</p> <p>Families and community members increasingly contribute to the wider life of the campus, living our Vision and Values and contributing to enhanced experiences and learning</p>	<p>Actions ELCC and Actions School:</p> <p>Engage in communication around Vision and Values</p> <p>Engage with the wider life of the school, living our Vision and Values</p> <p>Development of relationships with families and community members</p> <p>Promotion of curriculum and ways in which it can be supported</p>	<p>Resources ELCC and Resources School:</p> <p>Time to communicate with parents and wider community</p> <p>Parent Council time - approx twice per term for meetings</p>

across the totality of the curriculum.	Meeting with Community Council	
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Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc

Monitoring visits/direct observation:

- Vision and Values graphics are visible throughout campus
- Vision and Values are lived and celebrated at assembly and within day to day life of the school and ELCC
- Practitioners across the campus integrate Vision and Values into their daily ethos/communication
- Formal learning visits demonstrate Vision and Values are lived within the campus and drive forward attainment and creative teaching and learning
- Visible Learning is beginning to be articulated at a class level with practitioners and learners discussing learning journey and strategies to arrive at next destination
- Visible Learning Displays are interactive and engaging

Monitoring Data :

- Comparisons between pre and post Visible Learning data demonstrates improvements in understanding
- Comparisons between pre and post Visible Learning data demonstrates improvements in developing learning as assessment ready and

Priority 5: Other

Outcomes	Actions	Resource
Learners, Practitioners, Leaders, Parents/Families/Communities		

AS PER LCC PRIORITIES/LLC PLANNING DOCUMENT	AS PER LCC PRIORITIES/LLC PLANNING DOCUMENT	AS PER LCC PRIORITIES/LLC PLANNING DOCUMENT
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		