![West Lothian Council logo]

KIRKHILL PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN

2025 / 2026

Courage   **Relationships**   **Relevance**   **Values**

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Priorities

Equity Priorities

Local Authority Factors

Moving Forward in Your Learning Guidance

Literacy and Numeracy West Lothian Priorities, HWB

Raising attainment, including closing the gap (West Lothian Raising Attainment Strategy)

Transforming Your Council

Corporate Plan

Education Services Management Plan

West Lothian Parental Involvement and Engagement Framework

Equity Team and additional allocations, Pedagogy Team

National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school

Moderation Cycle and Assessment

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding/Equity Audit

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC, Quality

Framework for day care of children

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence Refresh

Realising the Ambition

Developing Scotland's Young Workforce

Child Protection Procedures

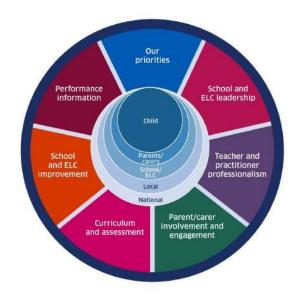GTCS professional standards and professional update 2021

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

UNCRC

Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020

Courage   **Relationships**   **Relevance**   **Values**

Vision, Values and Aims

<u>Our School Vision</u>

"Playing, Growing, Learning Together"

<u>Our Values</u>

Knowledge

Independence

Rights Respecting

Kindness

Honesty

Inspiring

Life Long Learning

Laughter

<u>Our School Aims</u>

At Kirkhill we aim to:

Keep ourselves and others **safe** in a safe environment for learning.

Keep ourselves **healthy** so that our brains and bodies are ready to learn.

Never stop trying to **achieve** our best.

Make sure that everyone feels welcome, secure and valued in a **nurturing** environment.

Keep **active** through our play and learning.

Be **responsible** for our own actions and learning.

Respect each other's property, opinions and beliefs.

Ensure that everybody is **included**, matters and succeeds.

Courage   **Relationships**   **Relevance**   **Values**

Our Vision

"Playing, Growing, Learning Together"

Our Values
Values are driven by CHILD in our care.
Creativity & Curiosity
Health & Happiness
Independence
Love of learning
Determination

Our School Aims

Be Well (Health and Wellbeing)

Learn Well (Broad General Education, Skills for Life, Learning and Work)

Live Well (Developing the Young Workforce)

Interactions, Experiences and Spaces

Learning Re-explored

VALUES ... COURAGE

Successful Learning
1. Motivating and Engaging Learning experiences
2. Self-esteem and resilience building will be integral to learning experiences
3. Individual Success will be celebrated
4. High expectations for all in line with school values
5. Learners will be creative and curious
6. Technologies will underpin approaches
7. Skills will be applied and new and different contexts

Confident Individuals
1. Clean transition approaches ensure learners are ready to learn
2. Well maintained social, emotional and mental wellbeing supports success
3. Learners willingly share learning, opinions and views through different platforms
4. Relationships are maintained and built through planned experiences
5. Aspirational views are encouraged through engagement with DYW

Opportunities for Personal Achievement
1. Application of skills linked to developing the agile learner
2. Individual talents and interests encouraged and opportunities provided to share and enhance
3. Celebration of Success and Achievement through individualised awards
4. HWB developed through opportunities to connect with peers
5. Expansion of knowledge through engagement with outdoors

Interdisciplinary Learning
1. Digital Technologies supports individualised and collaborative learning
2. Personalisation and choice will be developed through skill focussed approaches
3. Learners will expand their knowledge about local, nation and global contexts
4. Learners will develop an agile approach to learning through the 4 capacities and within the contexts of learning

Ethos and Life of the School as a Community
Vision and values will underpin all interactions and pedagogical approaches whilst promoting a happy, interesting and empowering learning environment.
Values are celebrated to reinforce positive relationships and work ethic throughout the whole community, including engagement with learning at home
Revised communication and sharing of information approaches support our commitment to partnership working
Spaces will be developed to encourage high quality learning experiences whilst following Government guidelines
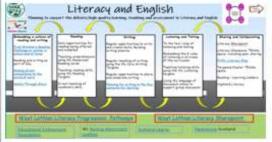
Curriculum Areas and Subjects
1. WLC road maps support school approaches to providing breadth, depth, support and challenge within Literacy, Numeracy and HWB.
2. Broad General Education will be developed through meaningful links across the curriculum
3. Digital Technologies will continue to support learning in a meaningful way and will support communication approaches.
4. Assessment will be planned and ongoing, including assessment of home learning. Moderation will be integral to ensure high quality learning experiences.

Responsible Citizens
1. Curriculum will encourage expansion of local, national and global map, increasing understanding of Scotland's Place in the World
2. Learners will show an understanding of the views of others and a willingness to respect differing views
3. Learners show an interest and understanding of current affairs and identify ways in which equity can be achieved

Effective Contributors
1. Blended model learning encourages independence and self-management to achieve success
2. Resilience programme will be developed further
3. Communication will take place through different medias
4. Learners will develop problem approaches through critical skills learning opportunities

Health and Wellbeing Recovery
"IT'S OK NOT TO BE OK"
RESPONSIBILITY OF ALL
PHYSICAL WELLNESS
EMOTIONAL WELLNESS
SAFETY
SOCIAL WELLNESS
STAFF WELLBEING
MENTAL WELLNESS

Literacy and English

Numeracy & Mathematics
Our Plan to Support High Quality Learning, Teaching and Assessment in Numeracy and Mathematics

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Courage   **Relationships**   **Relevance**   **Values**

Aims

- Be Well (Health and Wellbeing)
- Learn Well (Broad General Education, Skills for Life, Learning and Work)
- Live Well (Developing the Young Workforce)

Vision
Playing, Growing, Learning Together

Values
Values are driven by the CHILD in our care.
Creativity & Curiosity
Health & Happiness
Independence
Love of learning
Determination

Health and Social Care Standards
My support, my life.

How good is our early learning and childcare?

Kirkhill Nursery Class
Curriculum Rationale

Kirkhill Nursery Class

WORD BOOST

Learning Journals
With you every step of their journey

Forest School

SIGNALONG

peep
supporting parents and children to learn together

To enable ALL young people to become

Realising the ambition: Being Me

Courage　　　Relationships　　　Relevance　　　Values

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.
https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/

Contextual Data Analysis and Rationale for 2025/26 School Improvement Plan (maximum one side A4)

Contextual Data Analysis and Rationale for 2024/25 School Improvement Plan (maximum one side A4)

a) Background - The context for the learners in your school

Kirkhill Primary School and ELC is a non-denominational school serving the community of Broxburn. The current school role is 246, comprising of 10 primary classes with composite classes at P2/1, P4/3, P5/4 and P7/6. The teaching staff includes an Acting Head Teacher (AHT) and a Principal Teacher (PT). Reduced class contact teachers offer high quality learning and teaching through PE, Literacy, Numeracy, RME and 1+2 Languages The ELC provides provision for Morning, Afternoon and Full Day Children. The Nursery roll is currently 53 with a mixture of full day and half day provision. Currently there are 9 2year olds, 17 ante-pre schoolers and 27 pre-schoolers. The ELC, as part of the expansion, is open 50 weeks a year and provides 1140 hours for all our children. The ELC team consists of an Early Learning and Childcare Area Support Manager, an Early Years Officer, Six Early Years Practitioners and Two Pupil Support Workers. The school and ELC benefits from a skilled support and administrative team, who provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The school benefits from a supportive and very proactive Parent Council.

b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

	Reading	Writing	L+T	Literacy	Numeracy	Maths
P1	79.31	79.31	75.86	75.86	79.31	75.86
P2	66.67	63.33	90	63.33	66.67	80
P3	90.48	90.48	95.24	90.48	95.24	95.24
P4	88.1	88.1	95.24	88.1	88.1	90.48
P5	75.68	69.7	90.91	69.7	81.82	81.82
P6	84.85	69.7	90.91	69.7	81.82	81.82
P7	76.47	70.59	91.16	66.67	80.39	82.35

	School	Authority
Quintile 1	6.35%	15.25%
Quintile 2	58.33%	25.35%
Quintile 3	24.21%	15.34%
Quintile 4	3.57%	22.02%
Quintile 5	5.56%	15.01%
#N/A	1.98%	7.03%

	Roll	Level 1	Level 2	Level 3	Level 4
Primary 1	29	79.31%	13.79%	6.90%	0.00%
Primary 2	30	86.67%	3.33%	10.00%	0.00%
Primary 3	21	85.71%	14.29%	0.00%	0.00%
Primary 4	44	81.82%	15.91%	2.27%	0.00%
Primary 5	37	67.57%	27.03%	5.41%	0.00%
Primary 6	36	69.44%	30.56%	0.00%	0.00%
Primary 7	55	67.27%	29.09%	3.64%	0.00%
School	252	75.40%	20.63%	3.97%	0.00%

- **CfE -** Our data shows that overall, attainment and progress in literacy is very good. By the end of P1 most children attain the appropriate CfE levels in listening, talking and reading and writing. By the end of P4 most children in reading, almost all in listening and talking with the majority in writing. In P7 most children achieve the appropriate curriculum for excellence level in reading with the majority achieving the appropriate level in writing and almost all in listening & talking. There is particular scope to further improve teacher professional judgement and children's skill development in listening and talking across learning. Having a continued focus on writing and reading, combined Literacy attainment should continue to show progress. Attainment and progress in numeracy and mathematics is very good. Attainment data shows that most children in P1, P4 and P7 are achieving in line with national expectations. With a consistent focus on numeracy assessment through planned school improvement priorities children's understanding of number and number processes will continue to be developed. The Senior Leadership Team meets regularly with all teachers to create robust systems, which analyse progress and achievement in core subjects against the National Benchmarks. NSA assessments are administered annually with pupils in P1, P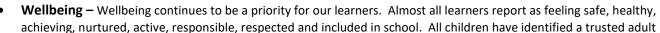4 and P7; the results from these assessments are used to support teacher professional judgement. Teachers create programmes of work for identified individuals where interventions and impact of interventions are regularly measured. The analysis of the quintile data informs us that the largest gap is within Quintile 2 and 3 learners for all areas of the curriculum. The data indicates the majority of learners are on track with there being a 20% gap between Quintile 2 and 3 compared to Quintile 4 and 5. In Reading, Writing, Listening & Talking, Combined Literacy, Numeracy and Mathematics girls outperform boys throughout the school by an average of 10% with the exception being in all areas of the curriculum in Primary 5. Our Continuum of Support Levels reflect the level of support required for our ASN learners across the school. Multi-agency working supports the school's approaches to supporting learners' progress and wellbeing.

- **Early Years Trackers -** Almost all children are on track with their learning for Health and Wellbeing, with most on track within Literacy and Numeracy. Tracking and Monitoring data demonstrates Health and Wellbeing strengths in the use of gross and fine motor skills and perseverance through play opportunities, with next steps in increased planned play opportunities to increase the understanding of healthy relationships. In Literacy, there are strengths in children using the correct grammar, having a clear storyline through their play opportunities and being able to take turn. The next steps planned in literacy are to focus on rhyme, mark making and syllables. In Numeracy, strengths are demonstrated in matching criteria to complete a problem and the use of positional language, next steps are planned for within reading numerals 0 – 10 and subitising.

- **Wellbeing –** Wellbeing continues to be a priority for our learners. Almost all learners report as feeling safe, healthy, achieving, nurtured, active, responsible, respected and included in school. All children have identified a trusted adult

Courage   **Relationships**   **Relevance**   **Values**

whom have a discussion with the learner if they negatively self-report against any of the indicators. Pupil and parent ethos surveys support the findings of the learners' self-reporting. The data from these surveys identified a focus on an increased understanding of bullying, as well as enriching learning experiencing for applying skills using wider environments, Within the ELC, the focus needs to be on developing children's understanding of healthy relationships and building friendships.

- **Engagement –** Implementation of Pupil One Note supports our approaches to identifying barriers and deploying interventions appropriately to support learners in progressing within and across levels. Increased opportunities to support digital competencies with access to resources is central to support learner participation. Self-Evaluation demonstrates the requirement for all learners to have the opportunity to lunch time/after school clubs; these are being planned for with staff and our partners. Further staff engagement with 3-18 participation approaches and the use of wider environments will support engagement and participation across the school. Most families and carers engage with the work of the school and ELC with most learners attending regularly. Family Friday sessions and the whole school committee morning continue to engage families and are validated through positive feedback from ethos surveys. Further work will be completed to engage families further as the programme is developed. The integration of the ELC within the main school building demonstrates a positive ethos across the whole school community.

- **What are our improvement priorities? -** Our data demonstrates writing requires to be a revisited priority to ensure impact on our raising attainment approaches through assessment of the progression of L+T skills. Our self-evaluation and quality improvement procedures identified the need for further pupil ownership of their learning. Therefore a further focus on skill development and creativity is required through the use of the wider environments, including the outdoor space. In light of the advancement in technology and changing lens, a continued focus on digital technologies, and UNCRC is central to the school and ELC's improvement journey. Literacy and Numeracy continue to be a focus for PEF interventions in line with data. Learners require support from staff through trauma informed practice approaches where there will be additional input through the training and deployment of Pupil Support Workers to support approaches within a whole school and targeted nurturing approach. Within the ELC, our data demonstrates a focus is required on recall and retelling a story to support mark making. A focus on reading and writing numerals from 0-10 is required, which will be supported through high quality interactions.

Courage   **Relationships**   **Relevance**   **Values**

Kirkhill Primary School - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success

Improvement in all children and young people's wellbeing:
 	
Almost all learners' will have a shared understanding of positive relationships with a focus on anti-bullying.
 	
Almost all learners' needs to be met through increased knowledge and understanding of a trauma informed practice to support inclusion.
	School and ELC Improvement.
	School and ELC Leadership
	Teacher and Practitioner Professionalism
	Parental Engagement
	Curriculum and Assessment
	Performance Information
		Universal:
		➢ Engagement in high quality CLPL to support understanding of inclusive practice
		  - Trauma Informed Practice
		  - The Circle Document
		  - Engagement with HWB Team, Parental Engagement/Pupil Voice Education Officer Lead, Barnardos and ASN Team materials
		➢ Engagement with Professional Reading
		  - 'Know Me to Teach Me' to support approaches to Positive Relationships strategy
		  - Engage with Education Scotland Suite of Resources
		  - Anti-Bullying Alliance materials
		  - Respect Me Resources
		➢ Review and Refresh Positive Relationships Policy
		  - Engage with new authority level positive relationships policy
		  - Evaluate school level approaches
		  - Identify areas of current school level effective practice and areas to adapt/adopt/amend
		  - Consultation period with parents, pupils and partners
		  - Implement small test of change to positive relationships strategy
		➢ Cluster Approaches
		  - Engage with anti-bullying appendix from the authority positive relationships policy
		  - Identify current individual school position statements; share with cluster
		  - Identify agreed language and approaches
		  - Engage with all stakeholders
		  - Shared launch event to share Cluster appendix and approaches to anti-bullying
		➢ Improve approaches of Trauma Informed Practice to support whole school nurturing approaches and to ensure all learners experiences reduce barriers to being ready to learn through Trauma Informed Practice Level 2 training
			May 26
			
			Aug 25 – Jun 26
			
			Aug 25 – Jun 26
			
			Aug 25 – Apr 26
			
			May 26
				How will you baseline where you are in order to measure next steps and impact?
				Regularly review and analyse data from your measures.
				
				Increased staff confidence levels on knowledge and understanding of positive relationships and supporting learners understanding of anti-bullying, evidenced through staff questionnaires and ethos survey.
				
				Self-evaluation activities demonstrate almost all stakeholders approaches to positive relationships reflect the school policy (baseline: most)
				
				Observations demonstrate a reduction in barriers with almost all learners demonstrating their ability to be ready to learn. Wellbeing self-reporting reflects almost all learners feel safe, achieving, respecting, nurtured and included.
				
				Learning conversations demonstrate a understanding of the definition of bullying and the reality of this in practice (survey to be completed)
				
				Evidence supports the school to be recognised for the bronze award for trauma informed schools award.
				
				Parent ethos surveys reflect a positive outcome for the statement 'My child's school deals well with bullying.' Increase positive responses by 3% (baseline 81.93%)

Courage   **Relationships**   **Relevance**   **Values**

		Targeted: ➤ Engagement with identified learners to support understanding of positive relationships through TLC and Life Skills Groups ➤ Bespoke programmes of support through use of Zones of Regulation and Emotion Works ➤ P7 to S1 and ELC to P1 bespoke support to ensure effective transition for identified learners ➤ Within and across levels enhanced transition carefully planned for to support successful transition	Aug 25 – Jun 26	Pupil ethos surveys reflect a positive outcome for the statement 'My school deals with any bullying.' Increase positive responses by 3% (baseline 77.34%) Staff knowledge and understanding of approaches to reduce barriers through trauma informed practice is increased.
(Placing the human rights and needs of every child and young person at the centre of education)				
Within the ELC, almost all children and families to increase understanding of their rights through further engagement with UNCRC Rights of the Child **(Placing the human rights and needs of every child and young person at the centre of education)**	School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	Universal: ➤ Participation in whole school Rights Respecting Schools Steering Group ➤ Family Fridays based on UNCRC planned and implemented to support families understanding of the Rights of the Child ➤ Observations, environment and interactions to use the language of the Rights of the Child ➤ Policies, procedures and strategies reflect the Rights of the Child Targeted: ➤ By engaging with UNCRC positive relationships approaches demonstrate the rights of the child in action with UNCRC Rights of a Child language being used through restorative conversations.		Quality Improvement activities indicate a greater understanding and use of the Rights of The Child in daily practice and a greater reflection of children's understanding of their rights. UNCRC Action plan and distributive leadership plans demonstrate progress Family questionnaires demonstrate an increased understanding by 5% Environment audit demonstrates an increased used of UNCRC articles to engage children in their understanding of the Rights of the Child
Raising attainment for all, particularly in literacy and numeracy(universal): All learners receive well-planned learning in writing with a commitment to appropriate skill progression, as reflected in accurate Teacher Professional Judgement through engagement with the refreshed WLC Progression Pathways	School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	Universal: ➤ Develop and implement the action plan led by Literacy Lead Learners, which involves robust cluster moderation programme ➤ A focus on skill development, based in the connectivity between the 3 individual Literacy components. ➤ Focus development on skill progression within consistent learning and teaching supported through the use of PM Writing ➤ Cross sector working with a focus on discussion to support transition from 2nd level into 3rd level ➤ Exploration and embedding of Digital technologies to enhance and enrich learning experiences ➤ Understand the role of writing across the whole curriculum to support the application of skills	Aug 25 – Dec 25	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Learning Conversations indicate a greater understanding of quality learning and rich tasks in writing. Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering writing across the curriculum (Baseline: Most), through consistent approaches to opportunities to apply skills

Courage   **Relationships**   **Relevance**   **Values**

| | | Targeted:
➤ Use data to identify learners with barriers in Writing. After baseline assessment, bespoke programmes with intensive interventions. Focus on P3 and P7 learners initially | | Assessment data demonstrates progression through and within level with almost all learners demonstrating progress using PM Writing, personalisation and choice in context and WL core and genre targets.

Interventions baseline assessment demonstrates almost all have a positive impact on learners' attainment |

Stage	Writing	Combined Literacy
P2	79.31 – increase by 4%	75.86 – increase by 5%
P3	63.33 – increase by 8%	63.33 – increase by 8%
P4	90.48 - maintain	90.48 - maintain
P5	88.1 - maintain	88.1 - maintain
P6	70.27 – increase by 4%	70.27 – increase by 4%
P7	69.7 – increase by 5%	69.7 – increase by 5%

All learners receive well-planned and progressive learning in Numeracy through accurate Teacher Professional Judgement supported by consistent assessment processes. **(Placing the human rights and needs of every child and young person at the centre of education)**		Universal: ➤ Develop and implement the action plan led by Numeracy Lead Learners, which involves robust cluster moderation programme ➤ A focus on assessment and mapping out of assessment across and within levels ➤ Ensure appropriate assessment is included in planning and links to Benchmarks ➤ Cross sector working with a focus on discussion to support transition from 2nd level into 3rd level ➤ Exploration and embedding of Digital technologies to enhance and enrich learning experiences ➤ Moderation of assessment and pupil progression pathway to measure impact of new numeracy and assessment resources Targeted: ➤ Use data to identify learners with barriers in Numeracy. After baseline assessment, bespoke programmes with intensive interventions. Focus on P3 and P6 learners initially	Sep 25 – Feb 26	Learning Conversations indicate a greater understanding of quality learning, progression and rich tasks in Numeracy. Almost all staff surveys, Teacher Professional Judgement data and planning reflect an increase in confidence in delivering and assessing Numeracy across the curriculum (Baseline: Most) Assessment data demonstrates progression through and within level with almost all learners demonstrating progress using new resources and assessment, Benchmarks and WL Progression Pathways. Interventions baseline assessment demonstrates almost all have a positive impact on learners' attainment

Stage	Numeracy	Target
P2	79.31%	82%
P3	66.67%	72%
P4	95.24%	Maintain
P5	88.1%	Maintain
P6	81.82%	84%
P7	80.39%	82%

➤ In the ELC, all children will receive access to an environment and planned opportunities which promotes the development of recalling and retelling	<mark>School and ELC Improvement</mark> <mark>School and ELC Leadership</mark>	Universal: ➤ CLPL is developed based on staff audit in order to increase staff confidence in using high quality interactions to extend children's understanding and opportunities to recall and retell	Jul 25 – Jun 26	Quality Improvement activities demonstrate an increase in staff confidence in high quality interactions to support and

skills during play opportunities and story time	Parental Engagement	➢ Develop and implement the distributive leadership plan led by Literacy Lead Learner supported by ELC Networks, which involves a robust moderation calendar ➢ Cross sector working with a focus on recall and retell skills to support transition across the Early Level ➢ Family Learning activities to support parents and carers with understanding different types of recalling and retelling activities to support children's development through sway, Seesaw and Friday Family sessions Targeted: ➢ Use data to identify learners with barriers in understanding with multi-agency working, including working with speech & language, Literacy & Language Service and Hearing Impaired Services		challenge children's learning, both indoors and outdoors , across all play opportunities Almost all staff surveys reflect an increase in confidence in delivering recalling and retelling in the setting. Attainment data shows an increase of children on track to most (Baseline: Majority) Renfrewshire vocabulary assessment demonstrates an increase in almost all children's vocabulary Use of the Leuven scale to measure engagement in literacy areas demonstrates an increase of children's interest in literacy opportunities Environment audit demonstrates increased opportunities to explore literacy in all areas of the ELC (both indoors and outdoors)
➢ All children will experience different contexts to apply numeracy skills and demonstrate their learning whilst developing understanding of 1:1 correspondence		Universal: ➢ CLPL is developed based on staff audit in order to increase staff confidence in using high quality interactions to extend children's understanding and opportunities for accurate counting ➢ Develop and implement the distributive leadership plan led by Numeracy Lead Learner supported by ELC Networks, which involves a robust moderation calendar ➢ Cross sector working with a focus on 1:1 correspondence to support transition across the Early Level ➢ Family Learning activities to support parents and carers with understanding different types of number activities to support children's development through sway, Seesaw and Friday Family sessions Targeted: ➢ Use of data to identify children requiring further support to develop foundation number knowledge and the knowledge of numerals	Jul 25 – Jun 26	Quality Improvement Procedures indicate that high quality interactions ensure most numeracy opportunities are progressive and skill focused with a focus on 1:1 correspondence Attainment data shows an increase of learners on track to most (Baseline: Majority) Environment audit demonstrates increased opportunities to explore numerals in all areas of the ELC (both indoors and outdoors) Use of the Leuven scale to measure engagement in Numeracy areas demonstrates an increase of children's interest in numeracy opportunities

(Placing the human rights and needs of every child and young person at the centre of education)				
Tackling the attainment gap between the most and least advantaged children (targeted): ➢ Quintile 2 learners will increase Combined Literacy attainment by 3% from current levels. ➢ Quintile 2 learners will increase in Numeracy knowledge and understanding by 4% from current levels. ➢ Learner attendance will be increased through Family Development by 4%. (Placing the human rights and needs of every child and young person at the centre of education)	School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	*'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's* **PEF Summary** *provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.*	Aug 25 – Jun 26	Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: All learners to receive improved opportunities to apply skills for life, learning and work in and through different contexts, including the outdoors (Placing the human rights and needs of every child and young person at the centre of education)	School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	Universal: ➢ Continued participation in High quality CLPL ➢ Improve understanding of how to enrich and enhance the curriculum through outdoor learning opportunities ➢ Improve learner leadership by supporting children/young people to apply the meta- skills in outdoor learning opportunities ➢ Use prepare, sprint review model to support staff to develop confidence in implementing and evaluating outdoor learning ➢ Implement and Evaluate creative and flexible approaches to learning and teaching through using the wider environment Targeted: Improve approaches to ensure the accessible of the curriculum for all i.e. use of outdoor to support self-regulation	Aug 25 – Jun 26	How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures. Self-evaluation, quality improvement observations, peer learning walks and learner conversations reflect almost all learners are engaged in their learning in the wider environment Quality improvement and moderation activities clearly indicate learner voice in planning where skill development and progression within and across levels is clear Learner conservations demonstrate an increase of learners understanding of their involvement in curriculum and the use of the wider environment Staff confidence levels in implementing outdoor learning pedagogy are increased by 2 on a scale of 10

Courage　　　**Relationships**　　　**Relevance**　　　**Values**

| In the ELC, children will enhance, enrich and capture their learning opportunities through high quality interactions and the development of digital technologies

(Placing the human rights and needs of every child and young person at the centre of education) | <mark>School and ELC Improvement</mark>
<mark>School and ELC Leadership</mark>
<mark>Teacher and Practitioner Professionalism</mark>
<mark>Parental Engagement</mark>
<mark>Curriculum and Assessment</mark>
Performance Information | Universal:
➢ High quality CLPL participation
➢ Develop and implement the distributive leadership plan led by Digital Lead Learner supported by ELC Networks, which involves a robust moderation calendar
➢ Develop the use of digital technologies through working on non-negotiables for the use of digital technologies across the setting
➢ Create opportunities for the children to lead their learning and capture their learning for Seesaw profiling
➢ ELC staff to support and develop play by challenging, supporting and extending learning through quality interactions with children.
➢ Further CLPL and effective practise visits on digital technologies
➢ Peer learning opportunities to develop a constancy in high quality interactions across the setting | Jul 25 – Jun 26 | Quality Improvement Procedures, observations and audits reflect an environment where children have developed the skills to capture learning using digital technologies, as well as use these to enhance and enrich play opportunities

Quality Improvement activities including observations demonstrate an environment where children are making progress through the high quality interactions of staff

ELC staff will demonstrate the knowledge they need to ensure that valuable opportunities are not missed when interacting with children |