

Letham and Riverside Primary Schools School Improvement Plan



2023 / 2024



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 pupils

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

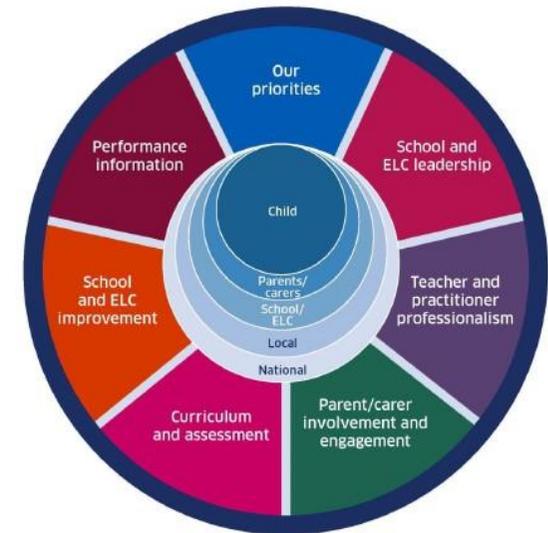
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

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 Pupils and All their Potential (ASL Review) 2020



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LETHAM PRIMARY SCHOOL

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

Vision, Values and Aims

Vision

Within the Letham family we value our talents, celebrate our successes and learn the skills and knowledge that we need to succeed tomorrow.

Values

Family and friends – Respect – Included – Empathy – Nurtured – Determined – Self-belief

Aims

To close our gaps.

Curriculum Rationale

Curriculum Rationale– Session 2023/2024

Our curriculum is based on our values, relevance, relationships and courage. We will continue to be ambitious for our learners. Our aspirations remain the same – our young people will experience an inspirational, nurturing, relevant curriculum linked to the four capacities and through the four contexts of learning. We are excited to continue to re-explore learning through an agile learning culture and provide experiences which are relevant and meet the needs of all learners. Our Curriculum Rationale can be accessed through our school website:

<https://lethamprimary.westlothian.org.uk/>

Our curriculum rationale reflects our 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/>



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Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

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

Equity – FME 39.64% (WL 18.80%).

Clothing grant 56.32% (WL 26.89%).

PEF funding 2023/2024 - £124,950.

QI pupils 60.53% (WL 16.02%). Ranked 5 out of 68 schools

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

Regular analysis of data with a range of stakeholders at Letham enables us to ensure we effectively plan for improvements in attainment. This includes universal and targeted interventions that ensure that all our learners experience success and make good progress in Literacy and Numeracy. In Literacy, by the end of P1 and P4 the majority of pupils attain the appropriate CFE levels. In P7 most pupils are achieving the appropriate CFE levels. Attainment data in Numeracy and Maths at P1 demonstrates that the majority of pupils are achieving in line with national expectations, and in P4 and P7 most pupils are achieving the appropriate CFE levels.

Our Quintile 1 learners account for 60% of our school roll. At P2, P3, P6 and P7 most of our learners are making good progress in Literacy. At P1, P4 and P5, the majority of learners are making good progress. In Numeracy, at P2, P3, P4, P5, P6 and P7 most of our learners are making good progress. The majority of learners in P1 are making good progress towards national expectations. Data shows that our combined P1-P7 Literacy attainment data for Quintile 1 learners is above local authority averages, and our Numeracy data is in line with those across the local authority.

In the ELC, in Numeracy and Mathematics, 72% of pupils demonstrated improvement, reducing the percentage of pupils who were reported red from 78.95% to 5.26% from the end of their Anti-Preschool year, to their Pre-School year.

In Literacy and Communication, 56% of pupils demonstrated improvement, reducing the percentage of pupils who were reported red from 78.95% to 21.05% from the end of their Anti-Preschool year, to their Pre-School year.

In Health and Wellbeing, 74% of pupils demonstrated improvement, reducing the percentage of pupils who were reported red from 73.68% to 0% from the end of their Anti-Preschool year, to their Pre-School year.

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

A number of our identified pupils experience gaps due to being Care Experienced, ASD, having moderate learning difficulties, dyslexia, English as an additional language, low attendance, high lateness, early life experiences and ongoing family issues which have an impact on their learning. As a result, our target groups will be for identified pupils who experience barriers to their learning in Literacy and Numeracy, as well as all identified pupils requiring support to maintain high levels of attendance and emotional support.

Further analysis of our data shows us that on average 24% of our learners are off-track in Reading, 30% are off-track in Writing and 20% are off-track in Listening and Talking. In response to this a number of universal measures and supports will be put in place to raise attainment. This will include Practitioner enquiry, implementing our newly created Assessment policy as part of the Learning, Teaching and Assessment Cycle and quality assurance of consistent approaches to the teaching of Literacy. Our 2022-23 data showed us that on average 33% of our pupils across P1-P7 were off-track with at least one of the three areas of Combined Literacy, and as such we will be looking to reduce this by at least 5%.

In Numeracy and Mathematics on average 26% of our learners are off-track with their learning. A universal approach to raising attainment and consistent approaches to Numeracy pedagogy, supported by our PEF funded Numeracy Teacher, aims to have a positive impact on Numeracy attainment at all Level.

- To continue to support the HWB needs of our learners, staff and families.
- To continue to raise attainment in literacy and numeracy through improved experiences and quality pedagogy.
- To continue to close identified gaps (attainment and poverty related).
- To provide our learners with skills, qualities and attributes required for the world of work.



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RIVERSIDE PRIMARY SCHOOL

At Riverside Primary School our vision is that 'Together we discover, learn, grow and succeed'.

Our VALUES are: -

Belonging		Kindness
Unique		Respect
Pride		Creativity

The values of Belonging, Unique and Pride ensures every child has a strong sense of identity within the Craigshill Community.

AIMS

Riverside Primary and ELC aim to support and challenge our learners to be or to become:

- **SUCCESSFUL LEARNERS** – Learners are supported and challenged to reach their maximum potential including wider achievements.
- **CONFIDENT INDIVIDUALS** – Learners are supported to have self-respect, ambition and the courage to Dream Big.
- **RESPONSIBLE CITIZENS** – Learners are supported to treat others well and behave in ethical ways
- **EFFECTIVE CONTRIBUTORS** – Learners are supported to have enterprising attitudes, a positive approach to life and to play an effective part in the local, national and world around them.

RIVERSIDE PRIMARY CURRICULUM RATIONALE

- Provide learning opportunities which will offer a range of challenge and enjoyment across all learning areas.
- Provide flexible learning taking into account personalisation and choice.
- Ensure that through the use of experiences and outcomes that progression is consistent with all pupils learning needs.
- Provide learning opportunities that are relevant and supports learners in developing skills for learning, life and work.
- Provide a broad general education including all the experiences and outcomes.



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Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

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

Equity – FME 44.8% (WL 18.80%).

Clothing grant 56.66% (WL 26.89%).

PEF funding 2023/2024 - £112,700

Our Quintile 1 learners account for 40% of our school roll. Our Quintile 1 and 2 accounts for 90% of our school roll. Ranked 6 out of 68 schools

The student needs include 10% with family issues (WL 4%) and 37% with an ASN (WL 29%)

Attendance continued to be an area to address 87% (WL 92%)

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

Regular analysis of data with a range of stakeholders at Riverside enables us to ensure we effectively plan for improvements in attainment. This includes universal and targeted interventions that ensure that all our learners experience success and make good progress in Literacy and Numeracy.

In P1, P4 and P7 the majority of pupils are achieving the appropriate CfE levels.

In P1 and P7 most pupils are achieving the appropriate CfE level in Reading, Listening and Talking and Numeracy.

The majority of P1 pupils are achieving the appropriate CfE level in Writing.

Numeracy Data showed good progress in all year groups from Track 1 to Track 4 and very good progress in P2, P4 and P7.

c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

- To continue to support the HWB needs of our learners, staff and families.
- To continue to support identified pupils with attendance.
- To continue to raise attainment in literacy and numeracy through improved experiences and quality pedagogy.
- To continue to close identified gaps (attainment and poverty related).
- To provide our learners with skills, qualities and attributes required for the world of work.



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Craigshill Community – Strong Sense of Identity - Proud of our Achievements

Living Our Values
 Belonging
 Unique
 Proud
 Kindness
 Respect
 Creativity



**Letham PS and ELC
 & Riverside PS
 School Improvement Plan
 2023-2024**



Health and Wellbeing

Embed school values & build a community with a strong sense of identity where all staff are valued.
 Embed Positive Relationships
 Increase attendance
 Anti bullying procedures in place
 Gain our UNCRRC Silver Award
 Set up Agile Learning environments

I am preparing myself for my future

Refreshed Curriculum
 Skills included across the Refreshed Curriculum
 Weekly Outdoor Learning
 Achieve the Cluster Eco Schools Award
 Draw up a Digital progression
 Careers Week
 Increase Parental Engagement



DYW
 Developing the Young Workforce



Through high quality teaching I am making good progress in literacy and numeracy.

Literacy and Numeracy



Mighty Writer and Talk for Writing to be embedded
 Gain the Reading School Gold Award
 Embed Active Maths
 Draw up an End of Level Maths Assessment

Draw up a Pedagogy Toolkit
 HGIOPfL Audit and Action Plan
 Planning to include a balance of Adult-led, Adult-initiated and Child-led learning experiences.
 Targeted Interventions including Teacher Focus Group
 One Stop Data
 See-saw and Profiles to be shared with parents

Self Evaluation
 Inwards - Outwards –Forwards
 Involving children, staff and families



Ongoing cycle of...
 Data
 Targeted Interventions
 Monitoring and Tracking
 Improvement

Letham and Riverside 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/SLT Lead	Measures of Success
<p>Improvement in all pupils and young people's wellbeing:</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>How will an Agile approach to strengthening the 4 capacities support all learners? How will you support student and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre?</p>	L RS	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p>
<p>Embed school values and build a community with a strong sense of identity where staff are valued.</p>		<p>Letham to refresh values with learners, staff and the wider community so these are relevant to the whole community.</p> <p>Letham and Riverside Weekly Sway to include Value of the Week so all members of the community know them.</p> <p>Introduce a Monthly Values Day and Stickers so all pupils can name all values.</p> <p>Pupil Leadership Group to draw up a Values Based Classroom and Playground toolkit so school values are evident across all areas in school.</p> <p>Work with Parent Council, Pupil Leadership Group on ways to share the school values in the community so that the values are 'lived' at all times.</p>	AD	<p>All members of the community to vote on refreshed Letham Value's - Microsoft Forms -Aug</p> <p>All members of the school community aware of values - Parent's Voice Microsoft Form feedback - April</p> <p>All pupils can name value's - Microsoft Forms- Aug/ Jan /April</p> <p>Values evident across the whole school - Learning Walks Values Tally of school and playground with Pupil Leadership Group - Sept Feb May</p> <p>Decrease in incidents on the playground - Run and Pareto Charts - monthly</p> <p>All members of the school community aware of values - Parent's Voice Microsoft Form - April</p>
<p>Align Riverside and Letham's Positive Relationship Policy and ensure a consistent approach across both schools.</p>		<p>Update Positive Relationship Policy so that UNCRC rights are included and it is relevant to current learners.</p> <p>Have a prominent Trusted Adult display with QR codes so pupils can easily have issues addressed.</p>	GU AD	<p>Upwards trajectory in Leuven Scale – Aug/ Dec/ May</p> <p>Decrease in incidents on the playground - Run and Pareto Charts - monthly</p> <p>All pupils can name trusted adult - Microsoft Forms- Aug/ Jan /April</p>



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		<p>Introduce staff to Circle Framework so that all learners experience inclusion. Whole Staff CPD on Restorative Practice techniques and Zones of Regulation so there is a consistent approach across Letham and Riverside.</p> <p>All staff to complete the following courses in working party groups.</p> <ul style="list-style-type: none"> • Positive Approaches to Behaviour (Pupils & Young People) • Safer De-Escalation (Pupils & Young People) 		<p>Circle Inclusive Classroom Scale (CICS) and Circle Participation Scale (CPS) – Aug and May Updated Positive Relationship Policy with restorative Practice and Zones of Regulation.</p> <p>Weekly Learning Walks show approaches in place and identifies support required – Learning Walk sheets – monthly review</p>
Increase attendance and engagement of all learners.		<p>Attendance Toolkit 7TH June Training so that SLT are upskilled M&E strategies so that attendance has an upward trajectory.</p> <p>Riverside and Letham office staff to ensure a consistent approach to the Safe Arrivals Procedure so all pupils are safe and attendance has an upward trajectory.</p> <p>Letham and Riverside Family Support Workers to ensure a consistent approach to supporting attendance of targeted learners so that attendance has an upward trajectory.</p> <p>Gather parents' views on their employment training needs and set up sessions so that parents have the relevant skills and qualification for employment.</p> <p>Link with secondary FLW</p>	SH AD	<p>Riverside and Letham have the same Safe Arrivals Procedure in place.</p> <p>Attendance Data Charts – Monthly Self-Evaluation Forms School refusal Assessment Cards Monday- Friday Activities Tally</p> <p>Links made with Adult Learning Services, Access for Employment and Community Connections and parent workshop calendar in place.</p>
All pupils demonstrate an understanding of bullying and are confident that bullying incidents are handled effectively.		<p>Riverside and Letham to participate in Anti-bully Week from Monday 13th until Friday 17th November so that children, staff and parents have a shared understanding.</p>	GU AD	<p>All members of the school community aware of Anti-bullying procedure – Microsoft Form – Nov</p> <p>Decrease in recorded bully incidents - Run Chart - monthly</p>
UNCRC evident across the whole school and Letham and Riverside achieve the Silver Award.		<p>Update the SHANARRI Wheel to be digital and include UNCRC rights within Having Our Say. Learners to complete with PSW so that relationships are stronger and staff have a clear understanding of learners views.</p> <p>Share the Article of the Month through Assembly, display and class activities set by the Leadership Group so all pupils are aware of their rights.</p> <p>All classes to provide a digital response for the end of the month final UNCRC Assembly and include in the Weekly Newsletter so all pupils are aware of their rights.</p>	AD - RF SG	<p>Having Our Say comments actioned – HT Display at Letham and Riverside</p> <p>Digital copies of assemblies with QR codes monthly in SWAY.</p> <p>UNCRC Leadership Group Action Plan monitoring and evaluating.</p> <p>Letham and Riverside PS gain Silver UNCRC Award.</p>



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<p>SLT to build a Craigshill Community where pupils have a strong sense of identity and who are proud of their achievements.</p>		<p>SLT to use all opportunities for joint events across the year so Craigshill Community identity strengthened.</p> <p>Set up joint Active School clubs/ Kickboxing (PEF) and Football with Letham and Riverside pupils so Craigshill Community identity strengthened.</p>	<p>CR</p> <p>AD – RF? RG</p>	<p>Positive impact of collaborative leadership model noted by pupils, staff and parents - Microsoft Form – Aug / May</p>
<p>SLT to support setting up Agile Learning Environment within Letham and Riverside.</p>		<p>Share a weekly Dynamically Different Classroom and agile learning space so staff upskilled in ways to set up learning environments. – Dynamically Different resource.</p> <p>Masterclasses to tidy up inside and outside in response to learner feedback on better use of their learning environment.</p>	<p>AD</p>	<p>Cause and Effect Chart – Aug/May</p> <p>Weekly Learning Walks show approaches in place and identifies support required – Learning Walk sheets – monthly review</p> <p>Cause and Effect Chart in classes with each class then improving an area inside and outside the school.</p>



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<p>How will an Agile approach to strengthening the 4 capacities support all learners? Building on available data (including CfE levels) outline proposed actions to support and challenge all learners? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre?</p>		<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p>
<p>Draw up a Pedagogy Toolkit to support staff's pedagogy professional development.</p>		<p>Draw up Pedagogy Toolkit using reading from Power up Your Pedagogy so that there is a shared understanding of what makes good teaching.</p> <p>Set up peer observations and weekly learning walks using the Teaching Sprints model and the Pedagogy Toolkit so that staff have the ongoing support for their pedagogy development.</p> <p>Embed the range of AFL strategies so that the needs of all learners are met.</p>	<p>GU/SH AD/CS</p>	<p>Increase in teacher's confidence - Microsoft Forms – Sept/ Jan/ May.</p> <p>Weekly Learning Walks show ongoing pedagogy development and identifies support required – Learning Walk sheets – monthly review</p> <p>Lesson Observations triangulated with learning – Lesson Observation feedback - twice a year</p> <p>Learners Conversation show AfL strategies used to support Learning – Oct/ Feb</p>
<p>Draw up an Early Level Pedagogy Toolkit to support staff's pedagogy professional development.</p>		<p>ELC and P1 teachers complete HGIOpFL Audit and draw up an action plan for Spaces Relationships and Provocations so that there is a shared understanding of good practice across Early Level.</p> <p>Draw up an Early Level Pedagogy Toolkit using How Good is our Play for Learning so that there is a shared understanding of good practice across Early Level.</p>	<p>CR</p>	<p>Early Years Monitoring and Evaluating shows good progress – Early Years M&E Folder</p> <p>Weekly Learning Walks show ongoing pedagogy development and identifies support required – Learning Walk sheets – monthly review</p>
<p>All planning shows that pupil voice is included through a balance of Adult-led, Adult-initiated and Child-led learning experiences.</p>		<p>Introduce Adult-led, Adult-initiated and Child-led (AL/AI/CL) notation into planning so that there is an increased pupil voice in learning.</p>	<p>GU CS</p>	<p>All planning shows AL/ AI/CL in monitoring and evaluated – Planning Moderation – monthly review</p>
<p>All planning shows a consistency in using the progression pathways.</p>		<p>Staff to evaluate Letham and Riverside planning and draw up a consistent approach across Letham and Riverside.</p>	<p>AR KH</p>	<p>All planning shows a consistent use of the progression pathways– Planning Moderation – monthly review</p>
<p>All staff ensure targeted interventions are evident within universal lessons through Teacher Focus Group.</p>		<p>Introduce Teacher Focus Group (TFG) notation into planning so that we ensure agreed interventions are implemented.</p>	<p>SH KH</p>	<p>All planning shows TFG - Planning Moderation – monthly review</p> <p>TFG data shows an upward trajectory – Excellence and Equity meetings -</p>



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<p>All staff using Data Sheets to support planning and identifying gaps for interventions.</p>		<p>Triangulate term 4 into term 1 with the old and new class teacher so there is an agreement of an end of year level and learner's targets.</p> <p>Data 'One Stop Shop' with Data, Interventions, TFG and monitoring and evaluation triangulated so all staff can clearly identify gaps and achievement being made.</p> <p>All staff to track literacy components via the Literacy Venn Diagram termly so gaps can clearly be identified.</p> <p>Joint school and cluster moderation so all staff have a shared understanding of achievement of a level.</p>	<p>SH AD</p>	<p>Increase in teacher's confidence - Microsoft Forms – Sept/ Jan/ May.</p> <p>Venn Diagram shows Literacy Components gaps being addressed – Track 1/2/3/4</p> <p>Increase in teacher's confidence - Microsoft Forms –Nov/ May.</p>
<p>All staff use Seesaw or Teams for profiling.</p>		<p>Audit staff's skills in P1-P3 in Seesaw and upskill as required so there is a consistent approach across Letham and Riverside.</p> <p>Support staff with new P4-P7 Cluster Profiling during Profiling Week – Sept/Jan/ May so there is a consistent approach across Letham and Riverside. Two literacy/Two Numeracy/ Two HWB/ Two Other across the year.</p> <p>Set up system for wider community achievements to be included within the profile so that there is an increase in parental engagement</p>	<p>SH CR/SG</p> <p>SH CS</p>	<p>Increase in teacher's confidence - Microsoft Forms – Sept/ Jan/ May.</p> <p>Cause and Effect Chart – September</p> <p>Increase in teacher's confidence - Microsoft Forms – Sept/ Jan/ May.</p> <p>Increase in parental engagement- Microsoft Forms – Run Chart</p>
<p>LITERACY All Early Level staff and Sfl using Mighty Writer to support writing progression</p> <p>All staff using Talk for Writing to support writing progression.</p>		<p>Audit all staff on their use of Mighty Writer at Early Level and Talk for Writing in First and Second Level so that a Literacy Action Plan can be drawn up and CPD delivered in response to need.</p>	<p>CS</p> <p>CS</p>	<p>Increase in teacher's confidence - Microsoft Forms –Nov/ May.</p> <p>Increase in teacher's confidence - Microsoft Forms –Nov/ May.</p> <p>All literacy planning shows a consistent use of the Mighty Writer and Talk for Writing Planning Moderation – monthly review</p>
<p>Letham and Riverside achieve the Reading School Gold Award</p>		<p>Audit Letham and Riverside so have identified what is required to get the Gold Reading Schools Award</p>	<p>SC CS</p>	<p>School received the Reading School Award.</p>
<p>NUMERACY All staff using Active Maths and a range of outdoor within the maths experiences offered</p>		<p>Audit all staff on their use of Active Maths so that a Numeracy Action Plan can be drawn up and CPD delivered in response to need.</p>	<p>AR SS</p>	<p>Weekly Learning Walks show ongoing active maths development and identifies support – Learning Walk sheets – monthly review</p>
<p>Draw up a Maths End of Level Key Areas for Moderation</p>		<p>Use West Lothian SLT Maths Key Areas to draw up key assessments for each area so that this is used to support end of level maths moderation.</p>	<p>AR SS</p>	<p>Increase in teacher's confidence in moderation exercises - Microsoft Forms</p>



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<p>Tackling the attainment gap between the most and least advantaged pupils(targeted):</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>School and ELC Improvement <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input checked="" type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information 	<p><i>'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. Please follow this link (INSERT HYPERLINK) to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i></p>		<p>Documented in PEF Plan</p>



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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum?</p> <p>COURAGE/RELEVANCE/RELATIONSHIPS/VALUES STEM/ IDL / OUTDOOR LEARNING / PLAY /1+2 LANGUAGES / SKILLS UNCRC (areas within the UNCRC toolkit)?/ Learners at the centre</p>		<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p>
<p>Increase learners voice through curriculum design so they are effective contributor, ensuring IDL planning includes skills and rich tasks and experiences.</p>		<p>Refreshed Letham and Riverside Curriculum to include a Passport of Experiences and Project Based Learning so that pupil voice is included through a balance of Adult-led, Adult-initiated and Child-led learning experiences.</p> <p>Introduce Letham and Riverside Masterclasses so that pupil voice is included through a balance of Adult-led, Adult-initiated and Child-led learning experiences.</p>	<p>GU CS</p> <p>KH</p>	<p>All planning shows AL/ AI/CL in monitoring and evaluated – Planning Moderation – monthly review</p> <p>All pupils can state Masterclasses they have chosen - Microsoft Forms– Aug/ Jan /April</p>
<p>Implement skills across the refreshed curriculum</p>		<p>Draw up the Skills One Page Summary so that skills are included across the whole curriculum.</p>	<p>SH CS</p>	<p>All staff including skills in planning across IDLs - – Planning Moderation – monthly review</p>
<p>All pupils to have at least one outdoor learning experience a week.</p> <p>School to be part of the Eco School Cluster Award.</p>		<p>Staff to draw up Outdoor Learning experiences – Literacy/ Numeracy/IDL so that they have a bank of ideas.</p> <p>Implement the John Muir Award as part of the outdoor learning experiences offer at Letham and Riverside so that all pupils have a one outdoor learning experience a week.</p> <p>Implement Loose Parts Play so that there is a wider range of experiences for the pupils on the playground.</p> <p>Letham and Riverside to gain the Eco School Cluster Award so that all pupils have a one outdoor learning experience a week.</p>	<p>AD</p> <p>RG JB</p>	<p>All planning shows a weekly outdoor learning experience – monthly review</p> <p>Weekly Outdoor Learning Tweet</p> <p>All pupils can note an increase in play opportunities on the playground - Microsoft Forms– Aug/ Jan /April</p> <p>Gain the Cluster Green Eco Flag</p>
<p>Draw up a digital technologies progression that ensure progression and continuity across school.</p>		<p>Letham and Riverside to draw up a Digital Action Plan including the Digital Wellbeing Award and European Award as well as ensuring a Digital Skills progression pathways so that digital continues to be a driver in the curriculum.</p>	<p>AR SG</p>	<p>Cluster achieves the Digital Cluster Award.</p> <p>Digital Leadership Group shows an increase in confidence for learners – Microsoft Forms – Jan / May</p>
<p>All pupils to explore career options and the skills and qualifications required.</p>		<p>Hold a Career Week with a focus on skills and qualifications required to support them to be responsible citizen.</p>	<p>SH CS</p>	<p>Career Week display from ELC to P7.</p>
<p>Letham and Riverside to increase Parental Engagement within their own schools and across schools.</p>		<p>Introduce a range of parental engagement activities in response to parents requests - Coffee and Catch up/ Weekly Cooking/ Seasonal activities/Family Learning Board/ Supporting children with learning so that there is an increase in parental engagement.</p>	<p>CR</p>	<p>Parent’s Voice Microsoft Form feedback - Sept</p> <p>Parental Engagement attendance - Run reports</p>



Courage

Relationships

Relevance

Values