



PRIORITY 1

To raise attainment in literacy through the development of high-quality literacy-rich learning environments and a consistent whole-school approach to the teaching of writing and spelling, ensuring all learners develop the skills, confidence and motivation to communicate effectively across all areas of learning.



WHY THIS IS IMPORTANT	WHAT WE WANT TO ACHIEVE	WHAT WE WILL DO	HOW WE WILL KNOW WE ARE SUCCEEDING	SCHOOL LEAD
 Analysis of attainment data, classroom observations and moderation shows that spelling accuracy, application of common words and confidence in writing need to improve across the school. Learners would benefit from more high-quality literacy experiences and a consistent approach to spelling and vocabulary development.	 - Most learners will improve spelling accuracy and use of common words. - Learners will be more confident in writing across the curriculum. - Staff will use consistent approaches and language to teach spelling and literacy skills. - Literacy-rich environments will increase engagement and attainment. - More learners will achieve expected CfE levels in literacy.	 - Audit literacy environments and spelling approaches. - Develop and implement a whole-school spelling/ common words framework. - Create literacy-rich classrooms and shared spaces. - Introduce consistent spelling strategies across all stages. - Develop writing opportunities across the curriculum. - Use moderation and attainment meetings to monitor progress. - Engage parents and carers to support spelling and reading at home. - Provide targeted interventions for additional support.	 - Improved attainment in literacy assessments and teacher judgement. - Increased spelling accuracy in writing and jotters. - Learner voice shows greater confidence and engagement. - Consistent literacy-rich environments across the school. - Moderation shows increased consistency in standards. - More pupils achieve expected CfE levels in literacy. - Positive feedback from staff, learners and families.	 Deputy Head Teacher (Literacy Leader) in collaboration with SLT, staff and learners. <i>Every word matters. Every learner thrives.</i> 



PRIORITY 2

Strengthening Communication and Engagement Across Our Learning Community

We are working together across all early level settings in Carluke Learning Community to improve how we teach, assess and support communication and engagement, so every child can thrive.

WHY THIS IS IMPORTANT	WHAT WE WANT TO ACHIEVE	WHAT WE WILL DO	HOW WE WILL KNOW WE ARE SUCCEEDING	SCHOOL LEAD
 Our self-evaluation shows we need to strengthen learning, teaching, assessment and moderation of communication and engagement across all early level settings in Carluke Learning Community.	 - A shared understanding of high-quality communication and engagement across all settings. - Improved practitioner knowledge of child development. - Greater consistency in learning, teaching and assessment. - Stronger collaboration across nursery, primary and secondary. - More effective transitions for children. - Improved learner outcomes in communication and engagement.	  12th August 2026 INSET - Crawforddyke PS - PM 1–3pm (KM EY+P1)  Monday 9th November 2026 INSET (Full Day) - Carluke HS - AM (Guest Speaker TBC – Sam Wass / Gemma Goldenberg) - Early Level Development framed around communication and engagement (ALL STAFF) - PM 1–3pm (KM EY+P1)  17th February 2027 INSET - Crawforddyke PS - PM 1–3pm (KM EY+P1)  Thursday 6th May 2027 - Crawforddyke PS - PM 1–3pm (KM EY+P1)	 - Pre and Post measure of staff confidence around communication and engagement. - Leuven Scale used termly (AG). - ACEL data (Literacy and Numeracy). - Staff engagement in professional learning (KM). - Staff evaluations (ALL). - Parent and Pupil feedback (ALL). - BGE tracking and monitoring (Fact Story Action) (ALL). - Quality Assurance (ALL).	 Deputy Head Teacher (Early Level Lead) in collaboration with SLT, Early Level Leads across the Carluke Learning Community and all staff. <i>Working together to help every child succeed.</i> 



OUR GOAL: *Confident communicators. Lifelong learners. Bright futures.*

