



SGILEAN AIRSON IONNSACHAIDH,
BEATHA AGUS OB AIR

SKILLS FOR LEARNING, LIFE AND WORK

SGOIL ÙIGE

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Version History		
Changes Made	Date	By Whom?
Document Reviewed – minor edits	Sept 26	AMB

Rationale & Guiding Principles

Rationale:

Throughout this programme the children will develop their skills for life and the world of work. Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life. This programme should be used in conjunction with the guidelines set out in **Learner Participation in Educational Settings 3-18. Education Scotland 2018**

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

The Skills for Life and Work programme will ensure all pupils are being given the opportunity to learn and develop their skills within the four contexts of learning:



All learners should be involved in a Life and Work group.

I can expect my learning environment to support me to:

- *develop my self-awareness, self-worth and respect for others*
- *meet challenges, manage change and build relationships*
- *experience personal achievement and build my resilience and confidence*
- *understand and develop my physical, mental and spiritual wellbeing and social skills*
- *understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing*
- *participate in a wide range of activities which promote a healthy lifestyle*
- *understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary*
- *learn about where to find help and resources to inform choices*
- *assess and manage risk and understand the impact of risk-taking behaviour*
- *reflect on my strengths and skills to help me make informed choices when planning my next steps*

- *acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.*

Children's Rights & Learner Participation

Sgoil Ùige is a Rights Respecting School where children's rights, as detailed in the UNCRC are at the heart of our learning and teaching. These rights include, amongst others, the right to participate through dialogues with adults based on mutual respect, and the right to an education.



"In education settings, children and young people need to be recognised more clearly as participants with rights alongside professionals and community members. Learner participation is needed for Curriculum for Excellence's aims and purposes to be achieved across all contexts of learning." Learner Participation in Educational Settings 3-18 (2018) Education Scotland

Research commissioned by the Children and Young People's Commissioner Scotland and carried out by the University of Stirling demonstrated that schools who were performing higher than expected in attainment had a strong focus on learner participation. Education Scotland's key guidance document on Learner Participation defines this as follows:

"Learner participation in schools and ELC settings includes all of the ways in which children and young people engage in practices and dialogue with educational staff, parents, carers, and community members to create positive outcomes and changes." Learner Participation in Educational Settings 3-18 (2018) Education Scotland

The guidance provides five key principles for effective learner participation:

- equal opportunities for inclusive, voluntary participation
- respect for children and young people's rights and differences
- transparency and accountability in decision making
- intergenerational power sharing
- relevance of content, purpose and outcome

This document should be used in conjunction with the 'Learner Participation in Educational Settings 3-18' guidance provided by Education Scotland.

Article 12

You have the right to an opinion and for it to be listened to and taken seriously.

Article 13

You have the right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others.

Article 15

You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30

If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.

Developing the Young Workforce through the Life and Work of the School

Pupil Leadership Committees

- Committees will take place once a fortnight.
- Each committee should have a pupil leader who will act as a representative between the school management and committee.
- Each committee will have responsibility for an area of school improvement and will report on progress and initiatives through whole-school assemblies.
- Pupils should have a say in which committee they would like to participate in through a 'choice form' (see Appendix a) and this should be accommodated as far as possible (whilst ensuring breadth of representation across all committees).
- The programme will naturally cover many HWB outcomes within. These are outlined in Appendix b, and can be highlighted orange (colour code for continuous outcomes) in your forward plan and they need not be taught discretely.
- Plan with the children and use the planner (Appendix c, Gaelic and English) to plan the projects and to help the children to identify the skills they are developing and provide context for their learning. This can go into your forward plan.
- Keep the activities/ projects manageable and timed.
- Encourage the children to complete some of the tasks independently and within their own time through the week.
- Encourage the children to write about their groups as part of their profiles and to make connections.

Pupil Led Lunchtime Clubs

- Pupil led lunch time clubs will run for 1-2 terms per session.
- Pupil Led Lunchtime Clubs will be supported by the Education Attainment Apprentice/CNAG Officer
- Pupils must plan their club and hand their plan in. (Appendix d)
- Pupils must ensure their sign-up sheet is on the wall. (Appendix e)
- Pupils must follow rules of clubs.
- Once pupils are signed up they can only leave the club with consultation from the headteacher.
- The pupil council and the head-teacher will then make up a timetable to be displayed.

Comhairle nan Sgoilearan / Pupil Council

Comhairle nan Sgoilearan (Pupil Council) is the voice of the pupils. Their responsibilities are as follows:

- To ensure a system that enables all pupils to have their voice heard and to report requests and complaints on to the management of the school.
- To have a role in school improvement and lead on the children's part in this.

- To lead on Children in Need.

The Pupil Council's voice should be taken seriously and all requests discussed or acted upon appropriately

The document, 'How good is OUR school? A resource to support learner participation in self-evaluation and school improvement. (Education Scotland 2018)' should be used to guide school improvement at a pupil level.

Caiptean Taighe / House Captains

We have two houses in Sgoil Ùige – Suaineabhail and Mealaiseabhail. Each house will have a captain and vice-captain. Where possible the captain will be a P7 pupil and the vice-captain will be a P6 pupil. In order to be a captain or vice-captain, pupils must first demonstrate why they would be a good choice for this role through a speech in a whole-school assembly. All pupils will then vote in their chosen captain and vice-captain. (Appendix f – Vote Form)

The responsibilities of the house captains are as follows:

- To promote and encourage their house to achieve house-points by demonstrating the behaviours set out in the class and school charters and positive relationships policy, showing kindness and willingness to help others and adhering to the four core values of Sgoil Ùige – respect, wellbeing, ambition and perseverance.
- To assist in the organisation and running of house celebration events as a reward to the house with the most points at the end of each term.
- To lead 'House Assemblies' designed to encapsulate the views of all pupils in relation to whole-school improvement activities.

It is the vice-captain's responsibility to assist the captain in all of the above.

Budaidhean / Buddies

Each year, we will ensure effective transition into the primary school by allocating each P1 and P2 pupil a 'buddy' who will be in either P6 or P7. In order to be a Buddy, pupils must first demonstrate why they would be a good choice for this role through a speech in a whole-school assembly. All pupils will then vote in who they feel would make good buddies. The number of buddies selected each year will vary depending on the number of P1 and P2 pupils within the school.

The responsibilities of the buddies are as follows:

- To develop a positive relationship with their assigned P1/P2 buddy by playing with them and demonstrating kindness.
- To support the wellbeing of their assigned buddy by listening to them and helping them if they are upset.
- To help them become more independent within the school and playground by showing them where things are and how systems of the school work.

Monatairean Cluiche / Play Monitors

Play monitors will be assigned each year to support the wellbeing and safety of all during breaks and lunch times. Where possible, Play Monitors will be made up of P6 and P7 pupils. In order to be a Play Monitor,

pupils must first demonstrate why they would be a good choice for this role through a speech in a whole-school assembly. All pupils will then vote in their chosen Play Monitors.

The responsibilities of the play monitors are as follows:

- Work alongside the supervisory adults to ensure everyone is happy, safe and able to have fun in the playground and during 'wet breaks'.
- Report any issues to the supervisory adult or, in the case of ongoing issues (ie with football), report to the management team.
- Support those who wish to run a 'Pupil Led Club' with the running of this where uptake may be high.

Assessment

Assessment: The Health and Wellbeing Benchmarks can be used for moderation purposes and to see if the children are on track to achieve at key points in their education.

<https://education.gov.scot/improvement/Documents/HWBPersonalSocial%20EducationBenchmarksPDF.pdf>

Learner Profiles

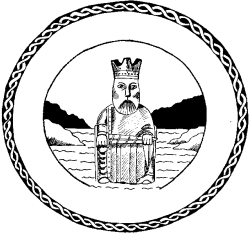
Learner Profiles may take on many formats. It is important that they link to the world of life and work and through the Life and Work programme. Profiles will be made up of 'focus child' observations of children's learning and skills development. This is where a small number of children are the 'focus children' for one week in which their learning across the curriculum is formally observed, documented and shared with parents. 'Focus children' will rotate on at least a 5 week cycle. In the early level these will take the form of observations and learning conversations through meaningful play-based contexts alongside SeeSaw updates. As children progress through the First and Second level, profiles will become electronic (ie through SeeSaw) and pupils will take more ownership of their profiles and be able to link to skills, rights and Curriculum for Excellence capacities as detailed in the Progression Framework (Appendix g). The Progression Framework can be used to help guide the profiles (Appendix h).

Key points:

- Our Learning Profiles are a snapshot of a young person's best achievements at a given point in time.
- To ensure high quality meaningful discussion and reflection with young people, class teachers will focus upon 1-3 children per week and gather observations and evidence to highlight those individuals' successes at that moment in time. Using this approach children will have, at least, six snapshots of their learning over a session.
- Learning Profiles will include all four 'Contexts for learning' and are linked to 'The Four Capacities' and the 'Wellbeing Indicators'.
- During their child's focus week parent/carers are invited to share information about their child's interests and successes contributing towards the snapshot of their child's learning. A Seesaw message will be sent to parents the week before it is their child's focus week to remind them that they are able to contribute.
- Class teachers will gather photos, observations and comments and by the end of the week this will be collated and shared on Seesaw, whilst utilising the features of Seesaw such as tagging curricular areas.

- At the end of the week children will engage in a Learning Conversation with their class teacher based around the Progression Framework for Learning Profiles to evaluate their Learning Profile snapshot.
- Following this conversation children will document their learning using a method of their choice (eg video, photo & audio description, mindmap, hand-written/typed piece). Learner Profiles will then be shared on SeeSaw with families and printed for recorded evidence.

The 'I can' learning statements from the Developing the Young Workforce: Career Education Standard 3-18. (September 2015) document (Appendix i), can be used to help guide the language of learning within Learner Profiles.



Sgoil Ùige - Comataidhean 2024-25

Ainm: _____

Clas: _____

Sgrìobh 1 ri taobh a' chiad taghadh agad agus 2 ri taobh an dàrna taghadh agad.

- Comhairle nan Sgoilearan
 - Rights Respecting Schools
 - Comhairle Eco
 - Comataidh na Gàidhlig
-



Sgoil Ùige - Committees 2024-25

Name: _____

Class: _____

Write 1 beside your first choice and 2 beside your second choice.

- Comhairle nan Sgoilearan
- Rights Respecting Schools
- Comhairle Eco
- Comataidh na Gàidhlig

Experiences and Outcomes covered through the groups: These Experiences and Outcomes will be covered by the Life and Work Groups throughout the year. (Orange these outcomes on your plan)

Social wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a

Planning for everyday choices

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.

HWB 0-19a

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

HWB 1-19a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a

I can describe some of the kinds of work that people do and I am finding out about the wider world of work.

HWB 0-20a / HWB 1-20a

am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.

HWB 2-20a / HWB 3-20a / HWB 4-20a



Name of Committee: _____

Role & responsibilities of committee	Experiences and Outcomes Links to curricular areas	Engagement in life & work of the school community	Opportunities for Personal Achievement
Partners			Success Criteria

Sgoil Ùige – Plana Comataidh airson Ceannardas na Sgoilearan **Lùn-Dubh 2026**

Ainm a' Chomataidh: _____

Dreuchd agus dleastanasan	Eòlasan agus Builean (Ceangailte ris a' churraicealam fhèin)	An sàs ann an obair agus beatha na sgoile	Cothroman airson Pearsantachadh Roghainn is Coileanadh.
Com-Pàirtichean			Targaidean Soirbheachaidh

Sgoil Ùige Clubaichean Cloinne – Duileag Planaidh
Pupil led Clubs Planning Sheet



Air Stiùireachadh le /Led by:

Stuth a dh'fheumas sinn:

Things We Need:



Sgoil Ùige Clubaichean Cloinne

Pupil Led Clubs

Air Stiùireachadh le /Led by:

Sgrìobh d'ainm/

Sign up

1.

2.

3.

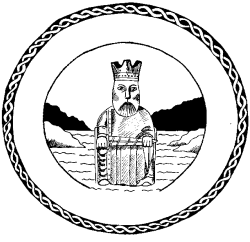
4.

5.

6.

7.

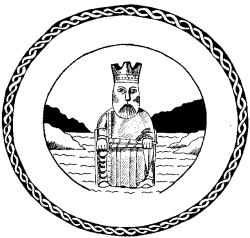
8.



Sgoil Ùige - Dreuchdan Ceannardas 2024-25

Sgrìobh aon ainm ri taobh gach dreuchd:

- Caiptean Taighe Suaineabhail (C7): _____
 - Ìar-Chaptain Taighe Suaineabhail (C6): _____
 - Captain Taighe Mealasabhail (C7): _____
 - Ìar-Chaptain Taighe Mealasabhail (C6): _____
 - Monatair Cluiche: _____
 - Budaidh: _____
-



Sgoil Ùige - Leadership Roles 2024-25

Write one name beside each role:

- Suaineabhail House Captain (P7): _____
- Suaineabhail Vice-Captain (P6): _____
- Mealasabhail House Captain (P7): _____
- Mealasabhail Vice Captain (P6): _____
- Play Monitor: _____
- Buddy: _____



Sgoil Ùige- Progression Framework for Learning Profiles

Pupil choice on medium used to document learning (eg video, photo & audio description, m written/typed piece). Profiles to be shared on SeeSaw with families and printed for recorded evidence.

PROGRESSION	APPROPRIATE QUESTIONS FOR LEARNER CONVERSATION/PROFILE
By the end of Early Level	What did you enjoy learning about this week in school? (1 thing) What would you like to get better at?
By the end of Phase 3	What did you enjoy learning about this week in school? (1-2 things) What did you do well? What would you like to get better at?
By the end of Phase 4 Link 1 area to one of the Four Capacities of Learning.	What did you enjoy learning about this week in school and out of school? (2-3 things) What did you do well? What would you like to get better at?
By the end of Phase 5 Link 1 area to one of the Four Capacities of Learning. Skills based on Meta-skills	What did you enjoy learning about this week in school and out of school? (2-3 things) What did you do well? What would you like to get better at? What skill did this help you to develop?
By the end of Phase 6 Link 1 area to one of the Four Capacities of Learning. Link 1 area to UNCRC article. Skills based on Meta-skills	What did you enjoy learning about this week in school and out of school? (2-3 things) What did you do well? What would you like to get better at? What skill did this help you to develop?
By the end of Phase 7 Link your learning to the Attributes of the Four Capacities of Learning, UNCRC Articles & Meta-skills (at least one example of each)	What did you enjoy learning about this week in school and out of school? – Literacy, Numeracy, Health and Wellbeing & one other subject or wider achievement. What did you do well? What would you like to get better at? What skill did this help you to develop? How can you use this skill again in your learning?
By the end of Phase 8	As Phase 7 but working independently, demonstrate a robust understanding of the Language of Learning in learner conversations and produce a formal written piece at least once per term.

Learning Profile for _____ Date: _____

Snapshot of Learning



Observations	Link to SeeSaw (Date/Subject)
Observations include the initial observation & assessment, Es &Os, the teaching and the outcome and can be found on SeeSaw.	
Literacy	
Numeracy	
Health & Wellbeing	
Inter-disciplinary Learning	
Other	

Learner Conversation (adapt based on Progression Framework for Learning Profiles)	

Identified Areas for Focus		Date when achieved
CT Target:		
Pupil Target:		



Planning in the Moment Focus Child Letter

Planning for your child's Learning Journey

Over the next week, we will be focusing on _____ (name). We will be observing them while they play to find out more about their interests and how they are progressing. Please take some pictures (**no more than 10**) of your child/family enjoying activities out of school and send them to us, on Seesaw or by email, by _____ (date).

We value the knowledge and understanding you have of your child and would really appreciate it if you would share this with us so that we can work together to meet your child's needs.

Is there anything significant happening in your child's life at the moment e.g. visits, holidays, new pets, family celebrations? Is there anything you would like to tell us about your child?

Is there anything you would like to ask or tell us about your child's progress and development?

Please return this sheet by _____ date.
Thank you

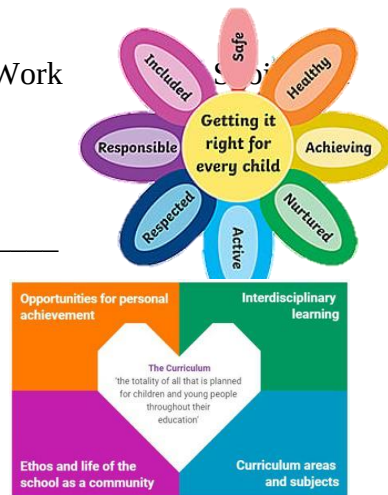
Learning Profile for _____

Term: _____

Date: _____



Early Years Snapshot of Learning



Identified Areas for Focus	
Target 1	
Target 2	
Target 3	
General/Parents	

Observations		Link to SeeSaw (Date/Subject)
Observations include the initial observation & assessment, Es & Os, the teaching and the outcome and can be found on SeeSaw.		
Prime	Communication & Language	
	Physical Development	
	Personal, Social and Emotional Development	
Specific	Literacy	
	Numeracy	
	Understanding the world	
	Expressive Arts & Design	
Observation Indoors		
Observation Outdoors		
Learning Conversation (linked to Progression Framework)		

Identified Areas for Future Focus	
Target 1	
Target 2	
Target 3	
General/Parents	

Developing the Workforce Careers Standards

Below are the learning statements from the DYWF programme.

The highlighted I can statements below demonstrate the way we should be going in our Learning profiles. This can also count towards part of the holistic assessment

By end of Early Level: the pre-school years and P1, or later for some.

- I can communicate with people about the different jobs they do in my community.
- I can discuss some of the rewards that a job brings.
- I believe I can do any job.
- I can role play different job roles.
- I can follow rules and routines and explain why they are important.
- I can talk about my learning, my strengths and my next steps.
- I can develop ideas and take part in projects to make things.

By end of First Level: to the end of P4, but earlier or later for some.

- I can describe different jobs in my community and some of the skills needed for these.
- I can learn about the world of work from visits, projects and my experiences.
- I can talk to employers about myself and about their workplace.
- I can recognise that there are different ways to get a job.
- I can talk about the types of jobs that interest me.
- I believe I can succeed in any area of work.
- I can talk about my strengths, interests and skills and show evidence of my progress.
- I can set goals and work towards achieving them.
- I can adopt different roles when running a business.

By end of Second Level: to the end of P7, but earlier or later for some.

- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- I can recognise the skills I have and need for work.
- I can apply my skills to get more information about jobs/careers.
- I can use online tools available to me.
- I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others.
- I can identify people in my network who help me broaden my horizons.
- I believe I can maximise my potential in any type of work.
- I can identify different types of enterprise opportunities and engage in them.

By end of Broad General Education (BGE): S1 to S3, but earlier for some.

- I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.
- I can identify my interests, strengths and skills and use them to make informed choices.
- I can manage my profile, share it appropriately and justify my choice of evidence.
- I can choose a blend of subjects, courses and experiences to enable my career pathways.
- I can extend and use my networks to find and apply for opportunities that match my interests, strengths and skills.
- I can access advice and support to help me make informed choices about further learning and opportunities.

- I can demonstrate diverse thinking when exploring learning opportunities and pathways.
- I can understand and consistently demonstrate the behaviours an employer looks for in a good employee.
- I can evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise.
- I can investigate and assess ethical issues in business and trade decisions.