



AIR 25/26

High Level Messages

Real progress. Brighter futures.

1

Priority 1: Curriculum (Year 3 of 3)

Improvements in reading and writing through a relevant and challenging interdisciplinary based curriculum led by pupil voice and choice.



Reading & Writing (ACEL data)

P4 CFE 1 st level reading	78% → 81%
P5 CFE 2 nd level reading	80% → 86%
P4 CFE 1 st level writing	70% → 76%
P5 CFE 2 nd level writing	73% → 83%
P7 CFE 2 nd level writing	82% → 84%



19

children showed significant improvement in reading.

14

children showed significant improvement in writing.

27

early achievers in reading.

18

early achievers in writing.

2

Priority 2 – Digital (Year 2 of 3)

Improvements in learner participation, engagement and skills through effective integration of digital technologies.



All weekly planners include NLC progressive pathways.



All class teachers digitally track wider achievements.



App pilots in all classes, supported by child-led 'Making a Difference' digital group.



All staff are implementing aspects of digital CLPL.



Digital Leaders appointed.



Digital Pupil profiles designed and pilot underway.



Metaskills focus in pedagogy and curriculum for all learners.



Participation and engagement increased through use of digital technology.

3

Nursery Priority – Curriculum (Year 3 of 3)

Improvements in reading and writing through a relevant and challenging interdisciplinary based curriculum led by the child's voice and choice.



All learners have improved in reading through a curriculum relevant to their interests.



All learners have improved in writing through a curriculum relevant to their interests.



All pre-school children are on track to achieve early level reading taking our ACEL data from **50% to 100%**



Almost all pre-school children are on track to achieve early level writing taking our ACEL data from **56% to 98%**



Newly created digital planning format supports consistency.

Small steps...
Big outcomes!



SHINE – Success, Happy, Included, Nurtured, Engaged