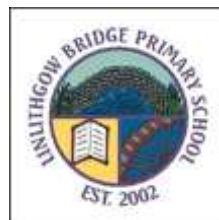


# **ELC ACTION PLAN TO DELIVER SIP**

**2020 / 2021**



# Factors Influencing the Improvement Plan

## School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
Cluster Improvement Plan  
Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*  
Flexible early learning and childcare implementation

## Local Authority Factors

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*  
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  
Increased entitlement to early years' provision

## National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
Pupil Equity Funding  
How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare  
Getting it Right for Every child (GIRFEC)  
Curriculum for Excellence  
Developing Scotland's Young Workforce  
Building the Ambition  
Child Protection Issues / Guidance  
GTCS standards and professional up



## **Vision, Values & Aims Statement**

### **Our Aims –**

- To provide a play based, Froebelian inspired environment where children can develop independence and are encouraged to be naturally curious.
- To work in partnership with Parents and stakeholders to ensure the needs of all children are met.
- To have a safe and welcoming environment where everyone feels valued, respected and equal.
- To help all children have self-belief and the perseverance to learn skills and opportunities for life long potential

### **Our Vision –**

- To provide a nurturing, stimulating environment where each child feels safe and happy and is supported to thrive as an individual and achieve their goals.

### **Our Values –**

- Kindness, Independence, Perseverance



Desired outcomes linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	HGIOELC QIs	H & SCS	Proposed Actions (Universal / Targeted) Supports for delivery (Cluster/QIP/Authority/RIC)	By Whom	By When	Measures of Success (include performance data, quality indicators and stakeholders' views)
<b>Raising attainment for all:</b>  <b>All children will experience high quality learning experiences, by engaging practitioners in supported professional learning.</b>  <b>Staff will have a shared understanding of high quality learning pedagogy within the ELC with a particular focus on Froebel, RtA , Our World Outdoors and Our Creative Journey.</b>  <b>Staff will have a clear understanding of the vision, values and aims of that the ELC is built on.</b>  <b>All children will receive well-planned learning opportunities, using KALs, Progress Trackers, CfE outcomes progression pathways and Pre-Birth to 3 to ensure progression, with increased opportunities for children develop skills in core subjects (H&amp;W, literacy &amp; numeracy) through play indoors and outdoors.</b>  <b>Increased staff confidence in the process of Tracking and Monitoring child progress across Early Level</b>			<b>1</b> Staff will refresh the ELC curriculum rationale – ongoing as part of whole school refreshment	All ELC	Oct 20	ELC Observations –high quality pedagogy and interactions observed (Good or higher) in 90% of observations.
	1.2					
	2.2		<b>2</b> The Principal Teacher will work with the EYO to monitor the quantity and quality of observations and assessment information to ensure that there is coverage of a breadth of the tracker statements.	EYO	Nov 20	Tracking & Monitoring cycle shows evidence of increased confidence in ELC staff judgement.
	2.3					
	3.2		<b>3</b> To become more confident in the cyclical planning journey through regular opportunities for moderation of Practitioner professional judgements professional judgements, observation, interpretation and documentation of learning.	All ELC	Ongoing	Almost all children will be able to discuss their learning and achievements.
	1.3					
			<b>4</b> Continue to embed regular collegiate conversations using the on line Tracking and Monitoring.	All ELC	Ongoing	Moderation of Learners Journals shows high quality observations and understanding of child progression in 90%.
			<b>5</b> Further embed through collegiate discussion and SMT lead understanding of the Trackers and their links to planning, CfE and Engage with 'Raising The Ambition – Being Me'	All ELC	Ongoing	Teacher PRD targets will include aspects of pedagogy they are working on
			<b>6</b> Develop outdoor learning in line with Forest Kindergarten training.	All ELC	May 21	Target levels of national expectation of attainment in 90% of pupils.
			<b>7</b> Early Level practitioners should now work with the Principal Teacher and parents to review and refresh	All ELC	May 21	The transition programmes clearly reflects RtA and all staff have understanding of its principles through their interactions with

<p><b>ensuring consistency of professional judgement within the staff team and cluster.</b></p> <p><b>Increase staff confidence with the wider curriculum through engagement with CPD, research and Leadership roles.</b></p> <p><b>Increase parent partnership and engagement opportunities to support raising attainment opportunities.</b></p>	2.2		the transition programme in line with current guidance (RtA)			children and resources they provide.
	2.3		<b>8</b> Continue to work with all parents to develop a shared understanding of progress in early years and how they can best support this at home.	All ELC	April 21	
	3.2					
	1.3		<b>9</b> Staff to engage with CfE Outcomes and Progression Pathways.	All ELC	Ongoing	Tracking & Monitoring cycle shows evidence of increased confidence in EYO and NN judgement. Judgements in line with WL Council expectations and with Cluster colleagues.
			<b>10</b> All staff to develop and focus leadership to drive improvement across all aspects of the ELC	All ELC	Dec 20	
			<b>11</b> Develop leadership roles for children within the setting.	All ELC	Dec 20	All staff will contribute to evidence of impact of leadership roles and CLPL
			<b>12</b> Develop parental engagement and support through partnership which meet the needs of children and families in the local context.	All ELC	April 21	Parental engagement is high as evidenced through Learners Journals and feedback questionnaires.

<b>Improvement in Literacy for all:</b>  <b>*All children will experience high quality interactions with staff that enhance their literacy skills.</b>  <b>Increased staff confidence in developing ELC area resources ensuring that they are relevant and of high quality in line with children's interest and current pedagogy.</b>			<b>13</b> Termly audit of literacy provision.	All ELC	Ongoing	<p>Almost all children will be able to discuss their learning and achievements.</p> <p>All staff will be able to assess ELC areas in line with the Leuven Scale of Engagement.</p> <p>Staff PRD targets will include aspects of pedagogy they are working on</p> <p>Target levels of national expectation of attainment in 90% of pupils.</p>
	2.2		<b>14</b> Staff to use the Leuven Scale to evaluate levels of engagement in areas within the ELC	All ELC	April 21	
	2.3		<b>15</b> Staff to further enhance understanding of Early Literacy through engagement with 'Realising the Ambition', CI documents, the Highland Region Oral Language Toolkit and Pre-writing Foundations and Building Blocks	All ELC	April 21	
	3.2					
	3.3					
	1.2		<b>16</b> To develop literacy, feelings of belonging and community in light of current restrictions.	All ELC	Ongoing	
<b>Improvement in Numeracy for all:</b>  <b>*All children will experience high quality interactions with staff that enhance their numeracy skills.</b>  <b>Increased staff confidence in developing ELC area resources ensuring that they are relevant and of high quality in line with children's interest and current pedagogy.</b>	2.2		<b>17</b> Termly audit of numeracy provision.	All ELC	Ongoing	<p>All children able to discuss their learning and achievements.</p> <p>Staff PRD targets will include aspects of pedagogy they are working on</p> <p>Target levels of national expectation of attainment in 90% of pupils.</p>
	2.3		<b>18</b> Embed pedagogy from Realising the Ambition	EYO	Ongoing	
	3.2		<b>19</b> ELC staff to continue to embed current WL research backed practice through their quality interactions.	EYO	Ongoing	
	3.3			All ELC		
	1.2					

<p><b>Improvement in all children and young people's wellbeing:</b></p> <p><b>Consistent approaches to behaviour will ensure a shared understanding of expectations set within a context of rights and responsible actions which are linked to our school values.</b></p> <p><b>Consistent high quality interactions between staff and children ensuring a shared understanding of appropriate language to promote mindfulness and resilience.</b></p> <p><b>All children will experience high quality interactions which will promote and encourage resilience and personal responsibility.</b></p> <p><b>All parents/carers will feel that their opinion matters within the ELC and that they have ways of communicating them.</b></p>	3.1		<b>20</b> Continue to develop children and Parents understanding of GIRFEC and the wellbeing indicators	All ELC	Ongoing	Pupil questionnaires indicate that 90% of pupils feel confident about using the wellbeing indicators. Pupil questionnaires indicate that almost all pupils feel safe and supported in school by staff who know them well
	3.2					
	3.3		<b>21</b> Health and Wellbeing of all children monitored through observation, child/family discussion in line with new COVID RA procedures.	EYO	Dec 20	
	1.5					
	1.2		<b>22</b> Principal teacher to further embed practitioner understanding of all paperwork involved with GIRFEC	EYO	April 21	Parental questionnaires indicate that 90% of parents are aware of our school values and use them in conversations with their children
	1.3					
	2.3		<b>23</b> Promote belonging through capturing sharing of learning experiences and display them appropriately round the room to promote belonging and success.	EYO	Dec 20	
			<b>24</b> ELC staff to include aims, values and visions as part of their daily interactions, in the handbook, all correspondence and ensure they underpin all planning.	All ELC	Dec 20	Staff will all feel confident using the wellbeing indicators as part of their daily interactions with children.
			<b>25</b> Develop Parental feedback opportunities in line with current COVID restrictions.	EYO	Jan 21	All parents will feel that their opinions are being listened to and valued as part of the parental feedback requests.



<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><b>In the context of ELC refer to the benefits of quality learning opportunities indoors and out</b></p> <p><b>Dispositions to learning</b></p> <p><b>Community links</b></p> <p><b>Skills for life/ Skills for work</b></p> <p><b>Developing aspirational children and families.</b></p> <p><b>Work with schools and colleges to develop employability skills in the ELC workforce in line with 1140 expansion</b></p> <p>To tackle gender bias and improve participation by under-represented groups enhancing pupil wellbeing, self-perception, attitudes, relationships and ultimately influence engagement in the world of work.</p> <p>Ensure high quality interactions with partnership groups.</p> <p>High quality learning resources to support children's learning experiences.</p> <p>Staff confidence in developing high quality interactions with children using technology</p>			<b>26</b> Termly audit of digital resources and skills	EYO	Ongoing	ELC resources audit will evidence increased awareness of suitable resources within the ELC.
	1.5		<b>27</b> Further develop the effective use of technologies in line with Education Scotland's document ' <b>What Digital Learning Might Look Like</b> '	All ELC	March 21	Increase in staff confidence in the use of technology through SWAY and other digital resources.
	2.2		<b>28</b> Promote belonging through evidencing children's personal risk assessments at required individual areas	All ELC	Ongoing	
	2.7		<b>29</b> Further develop links with the local community to share skills, knowledge and experiences to improve outcomes for our children in line with current COVID restrictions. Develop family learning experiences through engaging with partner agencies e.g. <b>The Incredible Years</b> in line with current COVID restrictions.	EYO	Feb 21	All staff will feel confident in engaging with Third Sector Partnerships to support specific children and be aware of what resources are available within current COVID restrictions.
	3.2		<b>30</b> Continue to provide motivating and relevant contexts for children to develop and demonstrate skills for learning, life and work.			Classroom observations and monitoring of forward plans show that the Careers Standard is embedded in our curriculum.
	3.3		<b>31</b> Audit of ELC provision and CPD opportunities to increase staff awareness of appropriate ways to improve representation for all groups.	EYO	Jan 21	School environmental audit at the end of the session will evidence increased awareness of gender bias – staff and pupils.
	2.3					