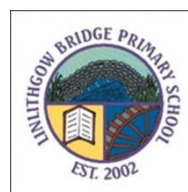


LINLITHGOW BRIDGE PRIMARY SCHOOL



ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Courage

Relationships

Relevance

Values

Linlithgow Bridge ELC Vision, Values and Aims

WIN – To provide an environment that is Welcoming, Inclusive and Nurturing.

Values - Kindness, Respect and Responsibility

Aims -

To encourage all children to be the best version of themselves.

To work in partnership with all stakeholders to ensure the needs of all children are met.

To have a safe and welcoming environment where everyone feels valued, respected and equal.



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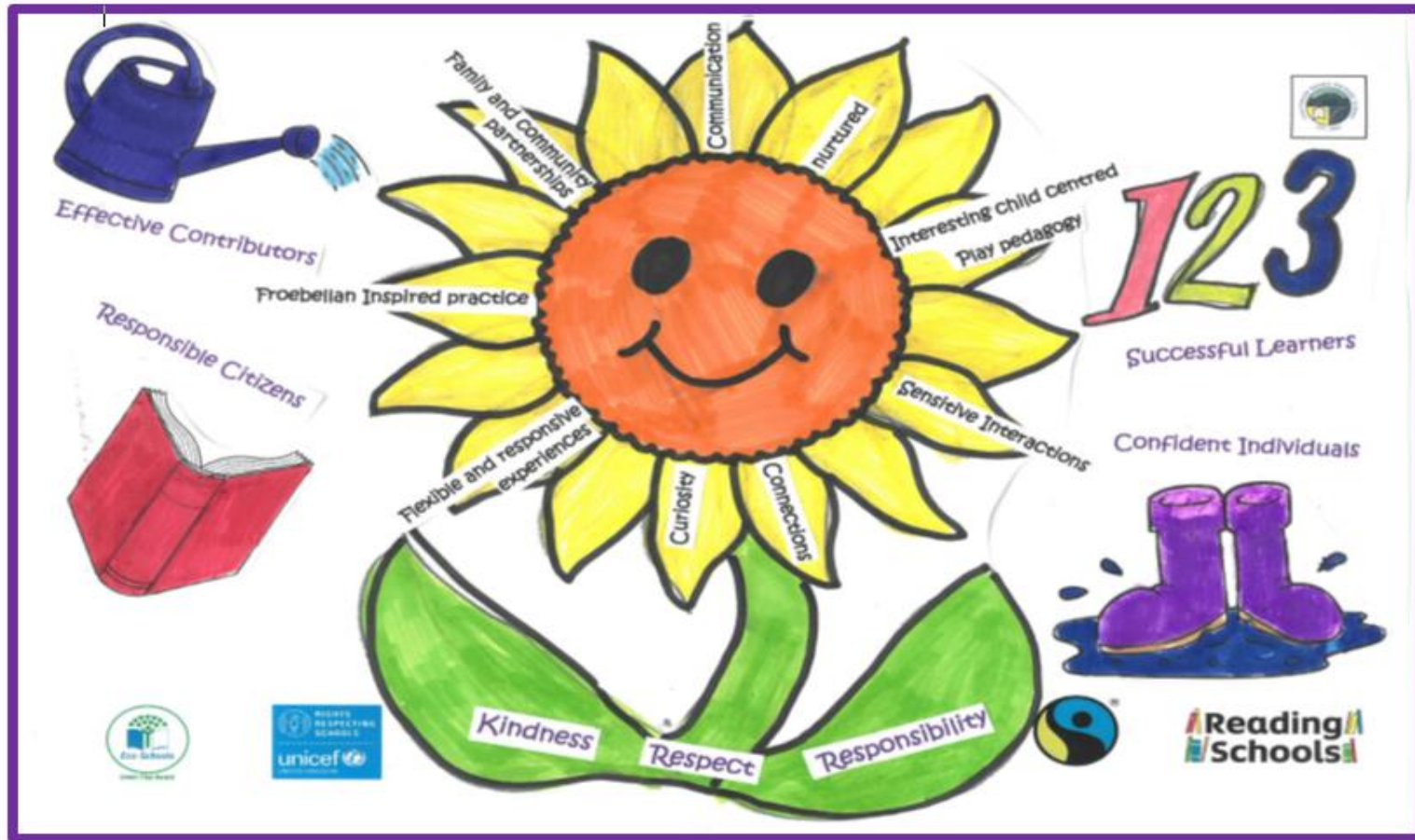
Relationships

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ELC Curriculum Rationale

Linlithgow Bridge Primary ELC



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Linlithgow Bridge Primary School ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC, QFDCCSA*, CNH&SCS,	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Health and Wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners. (Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 2.5 Family Learning Quality indicators 5.1 1.4. Family learning and engagement National Standard Criteria 4 – Self-evaluation and improvement Criteria 5: Parent and carer engagement. 	<ul style="list-style-type: none"> Support self-regulation and emotional support through Embedding Zones of Regulation Ensure consistency through system to support monitoring of Care Plans. Embed Simoa with children and families Improve transition booklet for new start children. Embed renewed Values and Curriculum Rationale with children and families 	<p>Dec 2024</p>	<p>Practitioner Confidence Surveys Parental Questionnaires SeeSaw observations Leuven scale of engagement Working Party Interim Updates Children's voice from Floor books Regularly review and analyse data from ELC Tracker. By the end of the N5 year, 90% of pupils will be able to understand the expectations of behaviour and can follow rules</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Information on every child is showing almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their stage of development. (Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> 3.2 Securing Children's Progress 2.3 Learning, teaching and assessment Quality indicators 1.1 Nurturing care and support 1.3: Play and learning Criteria 2: Development of children's cognitive skills, health and wellbeing Criteria 1: Staffing, leadership and management Criteria 2: Development of children's cognitive skills, health and wellbeing 	<ul style="list-style-type: none"> Create a model to ensure triangulation of evidence. Staff Professional Enquiry opportunities to support Fizzy Fingers and Marvellous Maths interventions and provocations. Create links with local community to come in and support ELC SIP priorities eg Library 	<p>Feb 2025</p>	<p>Practitioner Confidence Surveys Parental Questionnaires/ Floor book voice. SeeSaw observations Working Party Interim Updates Children's voice from Floor books Regularly review and analyse data from ELC Tracker. By the end of the N5 year, 90% of pupils will be able to preserve and complete tasks. I mark make displaying increasing detail and I can express meaning related to this I can recognise (subitise) a small number of objects without counting</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Family learning opportunities help parents to understand the significant impact of the home learning environment at all stages of their children's education. (Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> 2.4 Personalised Support 1.1 Nurturing care and support Criteria 2: Development of children's cognitive skills, health and wellbeing 3.1 Ensuring wellbeing, equality and inclusion 2.5 Family Learning Quality indicators 5. 1.4. Family learning and engagement National Standard Criteria 4 – Self-evaluation and improvement Criteria 5: Parent and carer engagement. 	<p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p> <ul style="list-style-type: none"> Develop a Family learning calendar. Embed Stay, Play and learn opportunities. SeeSaw – add home learning, child's voice to evaluate their own learning. 	<p>Jan 2025</p>	<p>Documented in PEF Plan Practitioner Confidence Surveys Parental Questionnaires/ Floor book voice. Partner Questionnaires Regularly review and analyse data from ELC Trackers and KALS Leuven scale of engagement Practitioner/parent Feedback through CPMS</p>



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<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people: Children developing a positive attitude to learning through an active learning approach using real-life and imaginary situations.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out. Dispositions to learning. Community links Skills for life/ skills for work Developing aspirational families and children Working with schools and colleges to develop employability skills in ELC workforce in line with delivery of 1140.</p>	<ul style="list-style-type: none"> • 3.3 Developing creativity and skills for life and learning • 1.3 Play & Learning • 1.3 Play & Learning 	<ul style="list-style-type: none"> • Embed 'Our Future Leaders' leadership committees. • Link with school to embed cross-curricular activities eg sewing, weaving, storytelling or woodwork. • Develop staff skills on open ended questioning techniques. 	<p>June 2025</p>	<ul style="list-style-type: none"> • Practitioner Confidence Surveys • Children's voice from Floor books • Leuven scale of engagement • SeeSaw observations
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*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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