

ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025

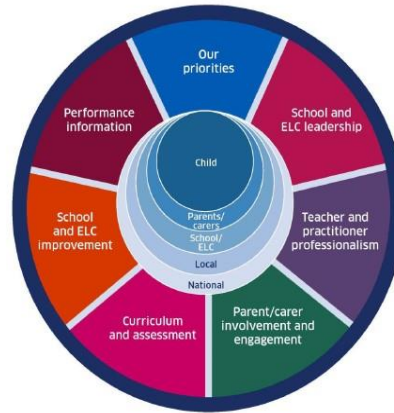


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National Factors

- Moderation Cycle and Assessment National Improvement Framework / Scottish Attainment Challenge
- National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding/Equity Audit
- How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?,
- National Standard for ELC, Quality Framework for day care of children
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence Refresh
- Realising the Ambition
- Developing Scotland's Young Workforce
- Child Protection Procedures
- GTCS professional standards and professional update 2021
- Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education,
- The Ken Muir report, March 2022.
- UNCRC
- Presumption to provide education in a mainstream setting 2019
- Support for Learning: All our Children and All their Potential (ASL Review) 2020



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ELC Vision and Values

Elburn Nursery is an inspiring learning community where we all belong. We nurture all of our children to become happy, confident individuals.

ELC Curriculum Rationale

Belonging **Kindness** **Care**

- To create nurturing relationships with the children and their families where they feel respected, secure and happy
- To confidently develop an environment which supports rich, meaningful learning experiences both indoors and outdoors
- To cultivate a sense of community and belonging for all
- To value the uniqueness of every child and to help every child take ownership and develop their potential
- To continually reflect on our practice to ensure positive outcomes for all our children
- To work in partnership with other agencies and our community to promote the welfare of our children



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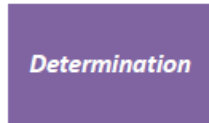
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Our Vision

“Peel Primary School is an inspiring learning community where we respect each other and work together to always achieve our best”



Our Aims

Success and Achievements – Raising Attainment and Achievement, Improving Well-being, Equality and Inclusion
 To ensure that all learners are able to realise their potential through the promotion and recognition of attainment, achievement and excellence.
 To provide a welcoming, safe, caring and healthy environment which addresses inequity and ensures that each learner is valued, supported and challenged.
 To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
 To provide learners with opportunities to develop knowledge and understanding in relation to their duties and responsibilities as citizens in a democratic society.

Learning Provision – Curriculum, Learning, Teaching and Assessment, Partnerships, Personalised Support
 To provide a stimulating, broad and progressive curriculum that provides our learners with the best possible learning opportunities and experiences.
 To consistently deliver high quality learning and teaching and enable children to enjoy their education while developing positive attitudes towards learning.
 To provide effective support for all learners which promotes personal and social development and underpins academic achievement.
 To build and maintain effective partnerships between the school, its parent body, partner agencies and services, and the wider community.

Leadership and Management- Leadership of Change, Leadership of Learning, Leadership and Management of Staff
 To ensure a clear vision and direction for the school which is shared and influenced by all stakeholders.
 To promote, encourage and provide opportunities for leadership at all levels.
 To improve the quality and impact of educational experiences for learners through high quality professional learning for all staff
 To promote an ethos of self-evaluation which leads to continuous whole school improvement



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Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE** - Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge
- **Early Years Trackers**
- **Wellbeing** – Self Reporting analysis
- **Engagement** – Tracking data, Digital Connectivity, Participation
- **Any other relevant data to your school context**

a) Background

The ELC's Senior Leadership Team consists of a Head Teacher, a Depute Head Teacher an EYO and central ELCASM support. Over the past session, there has been a continued focus on health and wellbeing, literacy and numeracy in the context of ongoing school attainment and progress. We have a clear understanding of our school context and are working collectively to maximise our strengths and work on our areas for improvement to support learner's wellbeing and to consistently provide high quality learning experiences and opportunities which embrace all that we have learned.

Attainment

Our data shows that overall, attainment in literacy and numeracy is good. In our ELC, most learners meet expected key milestones at the appropriate time. There is particular strength in aspects of numeracy and reading, as well as potential for ongoing challenge and improvement in aspects of writing. By the end of P1, almost all learners attain the appropriate CfE levels in listening, talking, reading and writing. Almost all learners achieve expected national levels in numeracy by the end of P1.

Current P1 data reports that the 2022/23 cohort performed well in recent SNSA assessments. Next session there will be a focus on reading inline with our journey to Gold reading school s accreditation and ongoing ELC mark making and writing skills provocations within ELC setting.

	P1 22/23	P1 23/24
Literacy	89.74%	90.0%
Reading	94.87%	92.5%
Writing	92.31%	92.5%
Listening & Talking	94.87%	95%
Numeracy	92.31%	92.5%

Wellbeing Data

Our most recent self-reported wellbeing data has provided an insight into how learners feel about their wellbeing. We continue to see an increase in the number of children reporting positively within the safe, healthy, achieving, nurtured, active indicators and included with responsible and



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respected remaining at approximately 92%. This, alongside staff professional judgement, have led to us consider our approaches to our whole school pupil leadership structure to support school improvement. Our continuing buddying programme and pupil peer mentoring will continue to work on our whole school community awareness of the nurturing principles through, for example, the structure of Emotion Works throughout the school.

Engagement & Participation

Across the school, our levels of engagement and participation are good. However, the school continues to explore how we can continue to develop recently adapted creative pedagogy approaches and a variety of learning environments to challenge learners and deeply engage them in their thinking. We will also continue to develop our systems to understand and monitor engagement across all classes.

What are our universal priorities?

In session 24-25, we will continue to focus on developing a deeper understanding of the diverse make up of our school community and will use this information to work in partnership with all stakeholders to further develop our school and ELC culture and ethos, as well as our curriculum. Throughout all of our improvement work next session, we will have a particular focus on developing a clear understanding of learner engagement and the ways this can be develop through opportunities for creative thinking and enquiry. Underpinning all of this work will be high quality ELC staff training in response to the data gathered, to ensure all ELC staff have a shared understanding as we continue to work towards a consistent approach across our nursery and school, as well as a commitment to expanding our partnership working.

What are our targeted priorities?

Our data shows that our school has learners spanning across all of the Scottish Index of Multiple Deprivation (SIMD- table below). In addition, approximately 11.2% of our learners are in receipt of Free School Meals, from across all quintiles which marks an increase of 1.1% from last year

Our identified learners experience gaps for a wide range of reasons including their attendance, additional support needs and ongoing family issues which have an impact on their ‘readiness’ for learning, impacting on their attainment and achievement. The barriers to learning here are varied with no single cause, however mental wellbeing, focus and engagement can all be contributing factors. Approximately 18.4 % of our learners have identified additional support needs which span a wide variety of conditions. Of this group, there is a wider variety of barriers to learning experienced which are supported by a differentiated and personalised approach.

Eliburn Nursey Class -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



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<p>Improvement in all children and young people's wellbeing:</p> <p>Our school community & its diversity will be represented through our curriculum and the ethos and life of our school.</p> <p>Improvement in all children and young people's wellbeing:</p> <p>Almost all learners will be able to use expressive language to communicate how they feel. (UNCRC theme)</p> <p>Across the ELC community almost all children and families will be able to identify strategies to build resilience (UNCRC theme)</p> <p>All children will experience a learning environment and activities that offer challenge and support whilst building resilience (UNCRC theme)</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>HWB indicators continue to be on display on the nursery floor at Eliburn. The children will employ SHANNARI Lanyards to visualise and identify the HWB indicators within day to day learning experiences.</p> <p>Ensure wellbeing system is continually implemented in ELC</p> <p>Peel PS RRS pupil leadership group to visit ELC through session 2024/25 to support learning about pupils rights. ELC Staff lead UNCRC rights awareness during skills sessions at group time before lunch each day.</p> <p>Pre buddying programme will continue. P6 pupils and N4 pupil sessions will initiate Oct 2024. Pupils will continue to share curriculum aspects over the course of the year with Nursery pupils and in particular the visiting N5 pupils including: RRS group, Numeracy mini champs, HWB mini champs and Reading Ambassadors</p> <p>How will this reflect the UNCRC (areas within the UNCRC toolkit)?</p> <p>Continue to embed the relevant UNCRC articles within ELC setting</p> <p>Introduce articles to new N4 pupils as part of the ELC induction process</p> <p>RRS pupil leadership group to liaise with ELC to share develop and share initiatives</p> <p>How will this reflect learners at the centre?</p> <p>Evidence termly captured through pupil voice recorded in floor book planning</p> <p>Evidence capture in Going For Gold Rights Floor Book</p> <p>ELC child friendly SIP create to share focus for the session 2024/5</p>	<p>Termly</p> <p>Nov 24</p> <p>Feb 25</p> <p>May 25</p>	<p>Termly checks with EYO on ELC trackers on Wellbeing Indicators</p> <p>Analysing data trends e.g Red to Orange Orange to Green etc Team Around the Child' Floor books now fully embedded for specific ASN/vulnerable pupils to capture views /progress not always reflected on Trackers Circle document utilised to capture strength and development points for ASN pupils</p> <p>Regularly review and analyse data from your measures.</p> <p>Almost all learners, over 90%, are able to use expressive language to communicate how they feel using a range of vocabulary (observations, dialogue, Seesaw pupil voice comments)</p> <p>Increased parental confidence when reporting on how to support their child's emotional vocabulary using Microsoft forms feedback</p> <p>HWB environmental audits continue to be reflected through Seesaw evidence/ observations and tracking data (HWB 76% within Green N5 –target 80%)</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p>			<p>Termly</p>	<p>How will you baseline where you are in order to measure next steps and impact?</p>



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<p>All children receive consistently well-planned high quality learning and teaching which provides opportunities for learners to lead their learning.</p> <p>All learners will be genuinely engaged in their learning, experiencing appropriate levels of challenge, different learning environments and opportunities for creativity and creative thinking.</p> <p>All children experience a wide range of genre and progressive writing learning experiences which allow for personalisation and choice and ensure they achieve their potential.</p> <p>All children experience assessment which is meaningful, gathering the most important information at the right times, and focuses on informing next steps in learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<p>Ensure rich learning tasks in Literacy and Numeracy are being implemented on the nursery floor Continue book lending in the Eliburn entrance foyer and develop this as a welcoming space to foster an enjoyment of reading in line with Peel PS Gold reading accreditation Continue to promote the home learning book bags Ensure rich learning tasks in Literacy and Numeracy are mirrored within the outdoor environment by ELC subject leads Ensure Colourful Consonants and the Vowel House are implemented within Nursery ensuring ELC practioners follow the guidance Reinforce suggested tasks in Home Learning Book bags Ensure that ELC attainment tracker information is monitored regularly with ELC Key Workers,HT and EYO</p> <p>Building on available data (including CfE levels) outline proposed actions to support and challenge all learners? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect learners at the centre?</p> <p>Systematically plan opportunities with staff to analyse data to inform next steps Revise expectations for Seesaw entries/increase usage of next steps focused on Early Learning Pathways Monitor the use of WL Early level Literacy & Numeracy progression pathways to support planning & observation particularly when moderating Floor books etc</p> <p>Provide support for families with literacy home learning activities through PEEP sessions, Stay and Play sessions, Book Bug bags etc Promote literacy across all activities, maximising use of both indoors and outdoors Introduce 'Home Learning Book Bags ' within ELC setting Buddying opportunities (Current P6) across ELC focused on 'syllables and rhyme' Foundations of Writing/drawing Identification of rhyme/tapping out syllables will increase across N4/N5 data</p>	<p>Oct 24 Jan 25 April 25</p>	<p>Termly checks with EYO on ELC trackers on Literacy and Numeracy Analysing data trends e.g Red to Orange, Orange to Green etc Team Around the child Floor books for any ASN /vulnerable pupils to capture views /progress not always reflected on Trackers thereby ensuring progress is being noted</p> <p>Regularly review and analyse data from your measure</p> <p>ELC staff have opportunities to participate in moderation activities to strengthen professional judgement ICHS Cluster sessions 2024/25. Most staff (75-90%) are confident in planning for high quality learning experiences in literacy. Most staff (75-90%) are confident in planning for high quality learning experiences in line with WL progression pathways/WL trackers Most entries to Seesaw have appropriate next steps in line with WL progression pathways/WL trackers Almost all parents will report increased confidence in supporting Literacy at home. 95% of pre-school children will be amber or green on ELC trackers against key aspects of literacy</p>
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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Improve performance of quintile 1 -5 learners in ELC Improve progress and achievement across literacy and numeracy for individual and target groups of learners All learners continue to experience a play curriculum supported by targeted interventions and support for individual children such as sensory play, outdoor, gross and fine motor skills, rhyme and stories Almost all children demonstrate skills in real life contexts with a particular focus on STEM and outdoor learning</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<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> <p>Build upon existing outdoor learning opportunities for children to explore the wider locality, beyond the ELC setting, on walks visits etc to understand and appreciate the broader demograph of locality.</p> <p>Introduce gardening sessions across ELC developing vegetable growing with volunteer partnerships/ community volunteers, “Nursery Natter” formerly Friends of Elburn group to assist with raising parental awareness and supporting ongoing improvement work and awareness of poverty related issues</p> <p>PEF PT lead to identify pupils and ensure interventions are put in place</p> <p>Through AOW meetings and liaising with ELC Partnerships, SLT to ensure supports are identified and implemented for any vulnerable N4 N5 pupils (tracking attainment progress)</p> <p>Nursery pupils involved in fundraising initiative led by themselves through pupil voice for a chosen cause.</p>		<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</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> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<p>Develop staff understanding of high quality STEM learning experiences through CLPL sessions in line with Peel PS SIP</p> <p>Refocus regular outdoor learning opportunities for children to explore learning environments beyond the ELC setting</p> <p>Develop the outdoor woodworking bench in nursery garden and across ELC setting.</p> <p>Utilise outdoor planting beds through partnerships with volunteers and parents during “stay and play” sessions 2024/25</p> <p>Further develop the weaving/sewing learning to further enhance Frobelian pedagogy</p> <p>Continue to undertake outdoor environmental audits to identify improvements using how good is our play for learning framework with EYO, HT and ELCASM</p> <p>Nursery Natter group to continue to assist with raising parental awareness and supporting ongoing ELC improvement work through developing partnerships and visits with local community e.g NHS, Community Police, Authors etc so children in ELC gain an understanding of the world of work.</p>	<p>Nov 24 Ongoing</p> <p>Jan 25 ongoing</p> <p>April 25</p>	



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