Eliburn Nursery Class
ACTION PLAN
TO SUPPORT THE DELIVERY OF SIP



2026 / 2027

ELC Vision and Values

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

ELC Curriculum Rationale

Inclusive Relationships Nurturing Fun

- **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**

a) Background

The ELC's Senior Leadership Team consists of a Head Teacher, an Acting EYO and central ELCASM support.
There continues to be a 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 and mathematics is very good. In our ELC, almost all our learners meet expected key milestones at the appropriate time. There has strength in aspects of Literacy in session 2025/26. 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. This year there is an increased percentage of pupils achieving better than expected progress at N5 in Literacy and Numeracy identified by * on our ELC trackers
Previous P1 data reports an overall trend in very good progress. No SNSA data is available for 2024/25 due to the Cyber Incident in West Lothian Council. SNSA data for session 2025/26 indicate a good correlation with our data tracking. Next session, there will be a continued focus on reading in line with maintaining our Gold Reading Schools accreditation and choral counting initiatives to support Numeracy attainment within ELC setting.

P1 Data	2024/25	2025/26
Literacy	91.49%	97.87%
Reading	91.49%	95.74%
Writing	93.62%	95.74%
Listening & Talking	95.75%	95.74%
Numeracy	95.75%	95.74%

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Eliburn Nursery Class -ELC Improvement Planning for Ensuring Excellence and Equity				
ELC priorities linked to knowledge and data	**Links to QIF ELC and HSCS**	**Proposed actions -**	**Timescale**	**Measures of Success**
Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on improvement in wellbeing: By March 2027, all practitioners will continue to enhance their knowledge and understanding of social-emotional development (specifically self-regulation and executive function) through professional learning and reflective practice, with at least 75% of practitioners demonstrating improved		EYO alongside ELCASM will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to further develop knowledge and understanding of social-emotional development (self-regulation and executive function). (I Do) EYO alongside ELCASM will support the ELC Pedagogy Pioneers to further develop their knowledge and understanding of social-emotional development (self-regulation, executive function and use of scripts) and support them to apply this knowledge in their practice. (We do) EYO alongside ELCASM with HT and Pedagogy Pioneers to plan and implement spread of increasing and developing knowledge and understanding of social-emotional development (self-regulation, executive function and use of scripts) and the application of this across all practitioners e.g. through modelling, planning with colleagues, monitoring, quality assurance. (You do)		Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on social-emotional development and on their abilities as a leader to improve practice in this area. Observation of practice 75% of practitioners demonstrate consistent application of strategies that support self-regulation and executive function. Evidence of intentional planning for social-emotional development (e.g., in routines, spaces, interactions and experiences). Reduced incidents of dysregulation and increased self-regulation observed in the setting. Evidence from CPM AON meetings

understanding and application in practice, evidenced through observations, self-evaluation, and professional dialogue. **(Placing the human rights and needs of every child and young person at the centre of education)**		Develop shared understanding of social-emotional development (self-regulation and executive function) and agreement of what this looks like in practice through agreed guidance and professional dialogue Integrate agreed strategies and approaches into daily routines and planning (e.g., co-regulation, visual supports use of scripts Play box approaches).		An increase in the number of children on track in the ELC Tracker for specified statements around executive function and self-regulation. A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 in the specified statements around executive function and self-regulation.
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): By March 2027, all practitioners in the setting will improve the quality of their interactions with children specifically consistently engaging in back-and-forth conversations and episodes of sustained shared thinking and quality		**<u>Literacy</u>** EYO and ELCASM will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of high-quality interactions (back and forth conversations and sustained shared thinking). (I Do) EYO and ELCASM will support the Pedagogy Pioneers to further develop their knowledge, understanding and skills required to consistently deliver high-quality verbal interactions. (We do) EYO and ELCASM will work with HT and Pedagogy Pioneer to plan and implement spread e.g., through modelling, planning with colleagues, monitoring, quality assurance to consistently deliver high-quality interactions. (You do) Plan for intentional interactions, i.e., incorporate opportunities for sustained shared thinking into planning and daily routines. Prioritise uninterrupted time for high-quality adult–child interaction Observe and record frequency / quality of sustained shared thinking episodes. Set targets (e.g. 75 % of practice observed as good or better)		Pre- during and post-professional learning self-evaluations practitioner confidence / knowledge ratings on high quality interactions and on their abilities as a leader to improve practice in this area. At least 90% of observed interactions rated as good or better (QIF ELC). All practitioners report (at weekly planning sessions) the implementation of at least 2–3 intentional interaction strategies daily (e.g., open-ended questioning, commenting rather than directing, extending children's thinking, etc).

number sequence recitations **(Placing the human rights and needs of every child and young person at the centre of education)**		Evaluate impact on children, i.e., track improvements in communication, language, and engagement. **<u>Numeracy</u>** EYO & ELCASM will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of high-quality number sequencing sessions. (I Do) EYO & ELCASM will support the Pedagogy Pioneers to further develop their knowledge, understanding and skills required to consistently deliver high-quality choral counting sessions. (We do) EYO & ELCASM will work with HT and Pedagogy Pioneer to plan and implement spread e.g., through modelling, planning with colleagues, monitoring, quality assurance to consistently deliver high-quality numerical interactions. (You do) Plan for intentional interactions, i.e.,incorporate opportunities for sustained shared thinking into planning and daily routines. Prioritise uninterrupted time for high-quality adult–child interactions in skills sessions and numeracy areas outside and inside Observe and record frequency / quality of sustained shared number sequencing episodes. Set targets (e.g. 75 % of practice observed as good or better) Evaluate impact on children, i.e., track improvements in communication, language, and engagement.		An increase of ELC children on track for the specified statements around expressive & receptive language skills and participation in conversations. Increase in number of ELC children on track for number sequences A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 for the specified statements around expressive and receptive language skills and participation in conversations. Increase in the number / frequency (pre and post) of quality of sustained shared choral counting episodes, evidenced through observations recorded on Seesaw.
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): focused on increased parental engagement		Continue to and deliver a parent / carer engagement programme including: Stay and Play sessions and Monthly PEEPS sessions Offer flexible/alternative times (in-person and online?) to maximise participation.		An increase in the number of children on track in the ELC Tracker.by 5% A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5.by 5% Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge

By April 2027, the ELC setting will strengthen the home learning environment by implementing a structured parent / carer engagement programme (including workshops, stay-and-play sessions, and guidance on reading stories and quality interactions and increasing the number of books accessible at home) resulting in increased parental participation and providing targeted support for families affected by poverty. **(Placing the human rights and needs of every child and young person at the centre of education)**		Promote reading at home through our refreshed Book Bug programme and Big Bedtime read lending packs Promote and expand our book lending schemes and reading packs within our family room/waiting space. Provide drop-in sessions with guidance on sharing stories and establishing daily reading routines. Share simple strategies (e.g., talking, questioning, storytelling) through leaflets, videos, and workshops. Promote SaLT info. Through weekly SWAY newsletters etc Model effective interactions during stay-and-play sessions. increase access to resources at home. Provide books and learning materials, particularly for targeted families. Signpost families to local libraries and community resources. Target support for families affected by poverty. Identify children and families requiring additional support and offer bespoke support (e.g., home visits, tailored resources, 1:1 guidance). Build relationships and communication through establishing regular two-way communication (apps, newsletters, informal conversations). Gather parent voice to shape provision and monitor and review impact. Track attendance at events and engagement levels. Gather parent feedback and review children's communication data termly.		ratings on strengthening the home learning environment and on their abilities as a leader to improve practice in this area. Increased parental engagement in ELC activities and Seesaw through monitoring of attendance at workshops and engagement with Seesaw. Ethos survey evidence Pre- during and post parent / carer feedback on the number of stories read at home. Pre- during and post parent / carer feedback on their confidence / knowledge on how they can support their child's learning at home. Sways and Microsoft from evaluation

Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making **By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making, focused on the Early Level** **(Placing the human rights and needs of every child and young person at the centre of education)**		EYO, ELCASM & P1 Teacher will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of new curriculum CIC leads to liaise with ELC for new initiatives to trial and update within the ELC setting and P1 classes Involve ELC and P1 staff to engage within Moderation Trios cycle throughout session 2026/2027 Continue with work surrounding Outdoor Learning, Social Enterprise (RRS – community projects Jac`s Den) and Meta Skills development.		Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on new curriculum development and on their abilities as a leader to improve practice in this area.

- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards