

WILLIAMSTON ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



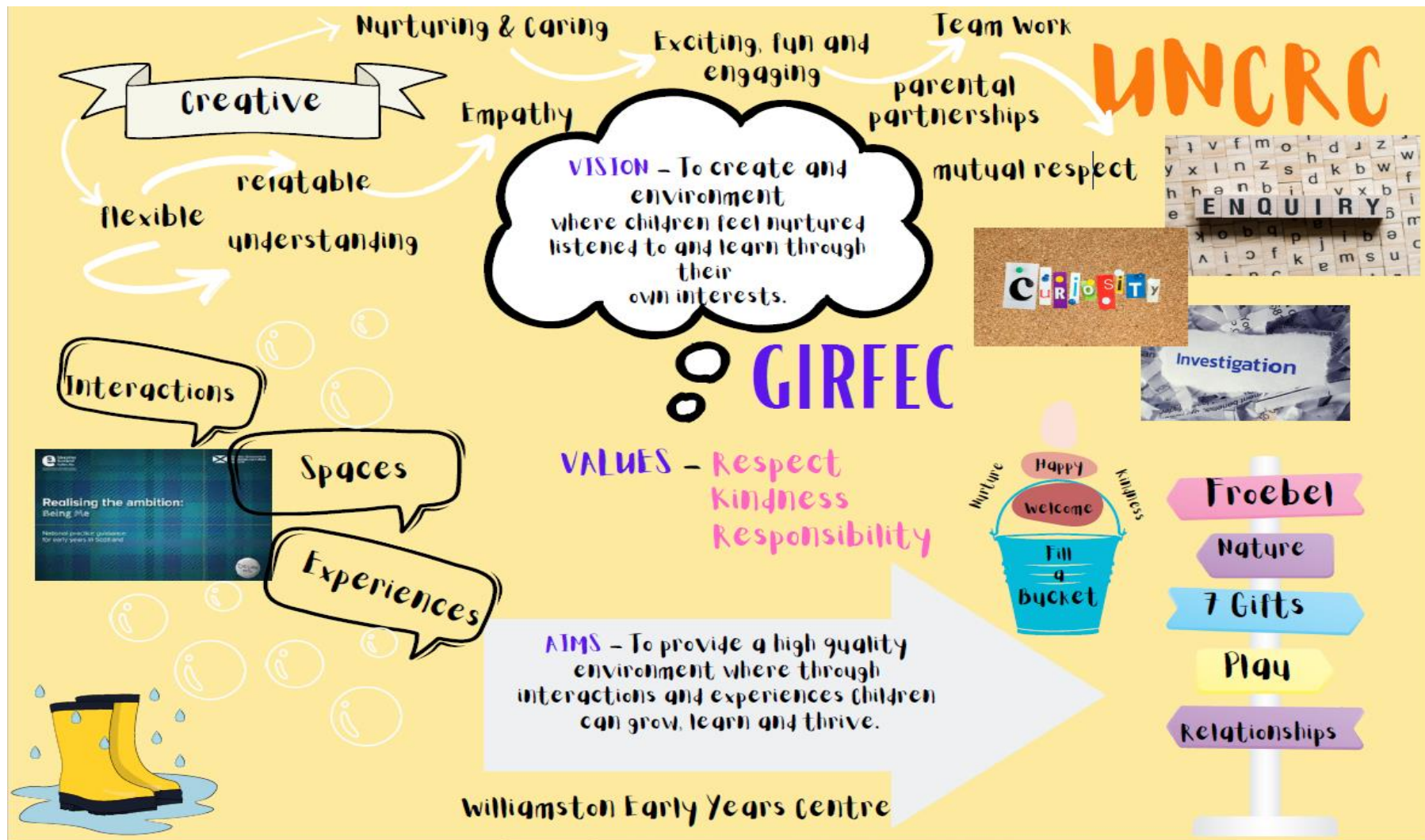
Courage

Relationships

Relevance

Values

ELC Vision and Values



Anywhere -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>All learners will benefit from a Health and Wellbeing curriculum that ensure our approaches take account of relevant research, current pedagogy, UNCRC and our school values.</p> <p>All staff will continue to develop learning environments and ethos to ensure they promote equity and extend and enhance learning experiences.</p> <p>All learners have the knowledge and understanding of the Wellbeing Indicators.</p>	<p>HGIOELC 2.4, 2.6 2.7 3.1</p> <p>CI 1.1 Nurturing Care and Support</p> <p>1.2 Children are safe and protected</p> <p>1.4 Family Engagement</p>	<p>Health and Wellbeing curriculum ensures our approaches take account of relevant research, current pedagogy, UNCRC and our school values. To include:</p> <ul style="list-style-type: none"> Consistent use of Emotionworks in collaboration with Colour Monster Introducing 'Do Be Mindful' programme to support mental wellbeing <p>Leuven scale will be used effectively and regularly as part of QI process to ensure all children are engaged in their learning.</p> <p>Staff will engage in CLPL and professional reading on Froebel's Slow Pedagogy theory to enhance children's experiences and support Wellbeing.</p> <p>UNCRC further developed and embedded within children's play experiences to increase their knowledge and understanding of their rights to help improve all children and young people's wellbeing.</p> <p>Through Building Racial Literacy action plan our school community, challenge discrimination, equity and equalities policy in line with the diverse needs of our school. To ensure all our pupil feel values, respected and represented.</p>	<p>Dec 2024</p> <p>Sept 2024</p> <p>Oct 2024</p> <p>April 2025</p> <p>April 2025</p>	<p>Almost all (90%) pupils will be on track in Health and Wellbeing. This will be achieved by -</p> <ul style="list-style-type: none"> Tracking of H&W tracker statements Feedback from pupils, parents and staff HGIOELC self-evaluation Learning conversations Family learning evaluations Moderating progress and wellbeing of children in line with their Personal Plans.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All ELC staff will have increased confidence in the process of moderation and achievement of a level of the WLC ELC tracker statements.</p> <p>All staff will engage in Equity and Excellence meetings to moderate children's progress to ensure accuracy.</p> <p>Through well considered play experiences in line with E's&O's and progression pathways, WLC ELC tracker statements children will experience high quality learning experiences and interactions to ensure good progress.</p>	<p>HGIOELC 1.1 2.2 2.3 3.2</p> <p>CI 1.3 Play and Learning</p> <p>2.2 Quality of the setting for care, play and learning</p> <p>3.1 Quality assurance</p>	<p>High quality questioning as a tool for challenging learners further in their learning.</p> <p>EYP's to engage in CLPL and professional reading on 'challenge' within the ELC.</p> <p>Supported by the EYO, DHT and ELCASM the EYP team will undertake self-evaluation activities and engage in practitioner enquiry to ensure continuous improvement in all areas of curriculum.</p> <p>Continue to increase EYP's knowledge of Assessment – existing and new staff to engage in professional dialogue and CLPL to ensure Assessment is robust and documents children's progress and next steps,</p> <p>Embed parent/carers understanding of 4 Capacities and making the links within their learning.</p> <p>Further embed Wordboost and Teaching children to listen embedded within the ELC.</p> <p>EYP to undertake as distributive leadership role to further develop Maths through stories within the ELC, making links across to Primary 1 to challenge children.</p>	<p>Sept 2024</p> <p>April 2025</p> <p>May 2025</p> <p>April 2025</p> <p>Dec 2024</p> <p>Oct 2024</p> <p>Jan 2025</p>	<p>Almost all (90%) pupils will receive consistent, high quality learning experiences that offer challenge, differentiation and will make expected progress within learning in literacy and numeracy. By-</p> <ul style="list-style-type: none"> Data analysis of WLC ELC Tracker statements ELC Tracker Reliable EYP assessment and evidence of children' progress Self-evaluation Learning conversations Observations



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<p>All staff will have increased confidence in using Seesaw to evidence and profile children's progress in learning.</p> <p>All learners are achieving national expectations through appropriately levelled, well-paced, progressive learning experiences with appropriate challenge</p>	<p>and improvement are led well</p>			<ul style="list-style-type: none"> Quality improvement activities to have an increased focus on pace, challenge and progression To ensure high quality spaces, interactions, experiences and spaces.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</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>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>June 2025</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Continue to strengthen parental engagement and extend awareness of the knowledge and skills children are developing in the setting to enable parents to support their children's learning.</p> <p>Continue to make links with parents/carers and the community to share skills for learning, life and work to further enhance the curriculum.</p> <p>Continue to improve digital technologies to extend and enhance learning experiences.</p> <p>Meaningful learning opportunities to be planned for in collaboration with our families/communities.</p> <p>All learners will be able to apply skills to real life/ meaningful contexts that</p>	<p>HGIOELC 2.5 2.2 2.3 3.3 3.1 2.7 1.2 1.3</p> <p>CI 1.3 Play and Learning</p> <p>1.4 Family Engagement</p> <p>2.1 Quality of the setting</p>	<p>Developing a playful researcher approach with all staff using the playful framework to structure a small test of change.</p> <p>Further embed children's experiences of Outdoor learning and within the local community to ensure high quality both indoors and outdoors.</p> <p>Further develop the use of Digital Technologies to enhance learning experiences for our children.</p> <p>All EYP's will select a Distributive Leadership role in line with the development of their skills in supporting increased high quality experiences for our children; With particular focus on Health and Wellbeing, Languages, Outdoor Learning, Digital Technologies and UNCRC Rights of the Child.</p> <p>Develop assessment and a tracking system that supports skills progression linked to DYW and STEM, engaging parents as partners with DYW and BRL Action Plan. –</p> <p>Skills based learning development to permeate play experiences to enable children to make the links with their learning.</p> <p>FAMILY LEARNING – DO BE MINDFUL AND OUTDOOR LEARNING WHOLE SCHOOL EVENT</p>	<p>Oct 2024</p> <p>Dec 2024</p> <p>April 2025</p> <p>April 2025</p> <p>Jan 2025</p> <p>Jun 2025</p>	<p><i>All pupils will have increased engagement in a broad range of high quality, creative and agile play experiences. This will be reflected in almost all (90%) of children's ELC tracker statements. This will be achieved by -</i></p> <ul style="list-style-type: none"> SLT Observations Staff professional dialogue and feedback Learning conversations Impact on attainment and enjoyment of learning Parent feedback Observations of high quality learning outdoors Leuven scale High quality spaces, interactions and interventions Tracking of wider achievements.



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<p>recognises the broad range of diversities and cultures, with all staff ensuring that there is a clear impact of skills progression in all aspects of planned experiences with learners</p> <p>All learners will receive their full entitlements, including outdoor learning; expressive arts and 1+2 languages and culture through 'our diverse school' key drivers, with embedded approaches towards these.</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>for care, play and learning</p> <p>3.1 Quality assurance and improvement are led well</p> <p>3.2 Leadership of play and learning</p> <p>4.1 Staff skills, knowledge and values</p>			
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* *Quality Framework for Daycare of Children, Childminding and School Aged Childcare*



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