

WILLIAMSTON ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2025 / 2026



Courage

Relationships

Relevance

Values

ELC Vision and Values



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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 our VVA and how this impact their experience in ELC.</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> <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 are to ensure Froebel Slow Pedagogy is embedded both indoors and outdoors.</p> <p>In line with WLC new Promoting Positive Relationships Guidance; our Vision, Values and Aims will be refreshed in collaboration with children, staff, parents and partners.</p> <p>ELC environment will reflect the updated VVA and UNCRC Rights of the Child.</p> <p>Embed Do Be Mindful programme.</p> <p>Up, Up and Away, CIRCLE CLPL for staff and sharing our learning with families.</p> <p>New 'Setting the Table' guidance will be fully implemented from August. This will be enriched in collaboration with Frobelian project, promoting healthy eating and nutrition. Family learning opportunities will be provided as part of this throughout the year.</p>		<p><i>Almost all (90%) pupils will be on track in Health and Wellbeing. This will be achieved by -</i></p> <ul style="list-style-type: none"> Tracking of H&W tracker statements Feedback from pupils, parents and staff Quality Improvement Framework 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</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</p>	<p>Embed High quality questioning as a tool for challenging learners further in their learning, ensuring all staff are confident and consistent with this approach.</p> <p>EYP's to engage in CLPL and professional reading on 'challenge' within the ELC.</p> <p>Securing Children's progress will be further developed and implemented consistently throughout the ELC. With a focus on ensuring evaluations are robust and inform next steps and extend children's learning.</p> <p>Embed parent/carers understanding of 4 Capacities and making the links within their learning.</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><i>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-</i></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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quality learning and interactions to ensure good progress. All learners are achieving national expectations through appropriately levelled, well-paced, progressive learning experiences with appropriate challenge	Quality assurance and improvement are led well			<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.
Tackling the attainment gap between the most and least advantaged children (targeted): 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.		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.		Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: 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. Continue to make links with parents/carers and the community to share skills for learning, life and work to further enhance the curriculum. Continue to improve digital technologies to extend and enhance learning experiences. All learners will be able to apply skills to real life/ meaningful contexts that recognises the broad range of diversities and cultures, with all staff ensuring that	HGIOELC 2.5 2.2 2.3 3.3 3.1 2.7 1.2 1.3 CI 1.3 Play and Learning 1.4 Family Engagement t 2.1	Developing a playful researcher approach with all staff using the playful framework to structure a small test of change. Further develop the use of Digital Technologies to enhance learning experiences for our children. All EYP's will further embed their 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. These will be evaluated to ensure maximum and consistent approaches are used across all curricular areas in the ELC. 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.		<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> <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.



<p>there is a clear impact of skills progression in all aspects of planned experiences with learners</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out.</p> <p>Dispositions to learning.</p> <p>Community links</p> <p>Skills for life/ skills for work</p> <p>Developing aspirational families and children</p> <p>Working with schools and colleges to develop employability skills in ELC workforce in line with delivery of 1140.</p>	<p>Quality of the setting 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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