

Addiewell ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2023 / 2024



Courage

Relationships

Relevance

Values

Addiewell ELC Vision and Values

- R Respect** - We respect each other in Addiewell ELC ensuring quality engagement with children, families and staff.
- A Achieving** - We work together to recognise our learner's achievements and developments in nursery, at home and in the community.
- I Included** - Working in partnership with families and the community we value each other as an individual where everyone matters.
- N Nurturing** - Together we provide a safe, caring environment where children feel their wellbeing is at the heart of the setting.
- B Belonging** - Create opportunities for our children to participate in fun experiences with other children and support them to include and appreciate others.
- O Opportunity** - Children have the opportunity to lead planning and play experience both indoors and outdoors where they are supported in being risk aware
- W Welcoming** - We aspire to provide a positive ethos in a happy, caring, stimulating living in the moment setting.

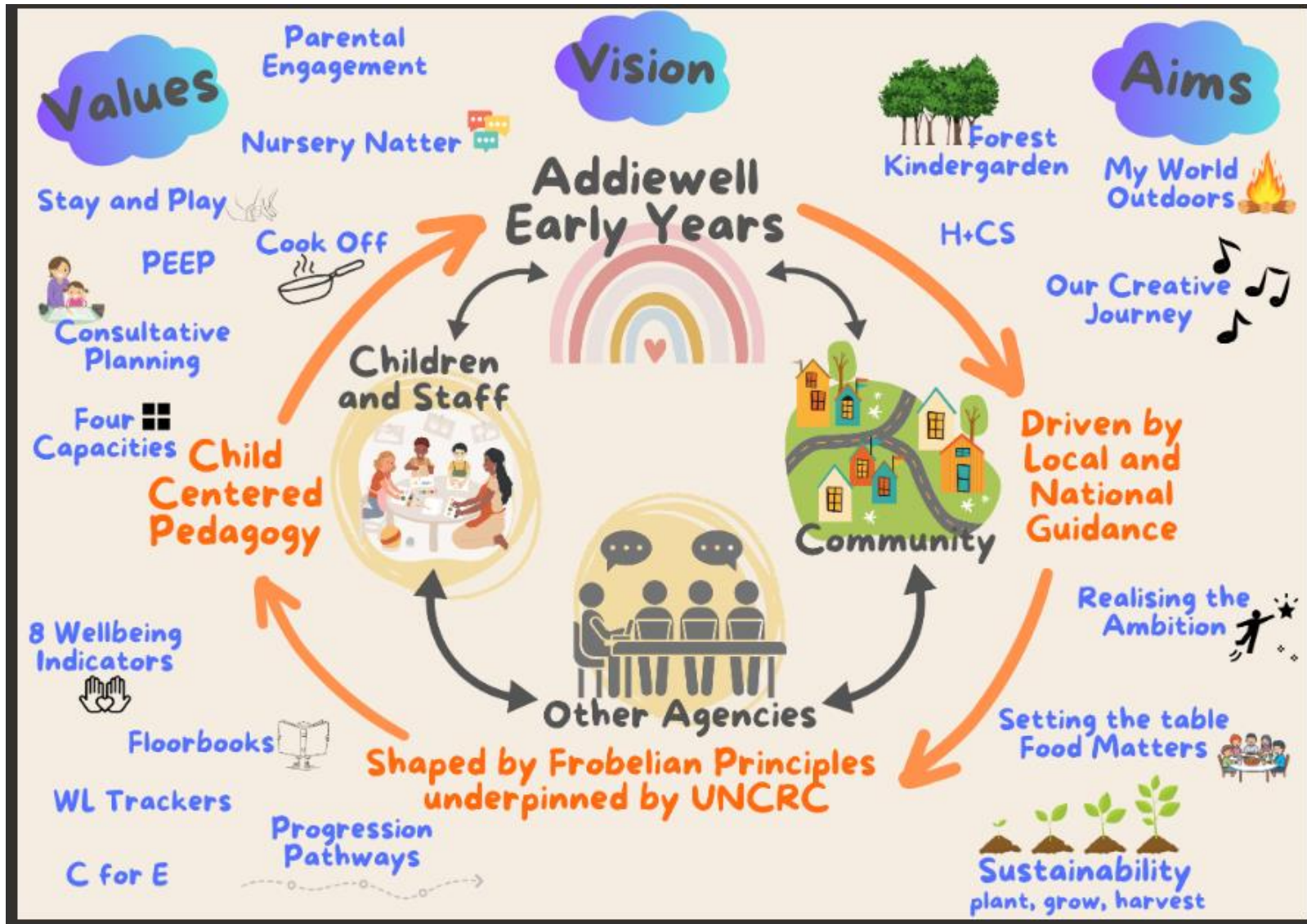


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Addiewell -ELC Improvement Planning for Ensuring Excellence and Equity

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>To embed UNCRC in all areas of the nursery.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>2.2 Curriculum</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> Continue to embed our Vision, Values and Aims and link these to UNCRC by exploring our Culture, Values and Ethos UNCRC Self Evaluation section 2 Continue to work with families to develop regular family engagement opportunities including stay and play. Extend the use of Colour Monster check ins to help support emotional regulation throughout the nursery session. Continue to explore the wellbeing indicators with learners using characters, stories and songs. Embed UNCRC within the nursery <ul style="list-style-type: none"> staff will gain a shared understanding of UNCRC through engagement in professional reading and work undertaken on the UNCRC toolkit learners will gain a greater understanding through discussion, displays and activities The Health and Wellbeing Leads will extend the outdoor learning environment to the wider community encouraging adventure and curiosity for all. New staff to undertake training on the principles of Froebel. Staff will gain a greater understanding of the principles which underpin our practice. Increased use of data to identify appropriate HWB interventions. 	<p>From August 23</p> <p>From August 23</p> <p>From August 23</p> <p>From June 23</p> <p>From August 23 Planned staff sessions</p> <p>From August 23</p> <p>From September 23</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Parent surveys will reflect positive feedback in relation to family learning opportunities. The majority of learners will be able to display their individual rights through play and discussion HWB trackers will show an increase in learners displaying positive wellbeing. Staff confidence surveys relating to Froebelian approaches will evidence increased confidence following planned input.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>To raise attainment in literacy and numeracy through providing opportunities to apply learning in a range of contexts.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>1.2 Leadership for learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p>	<ul style="list-style-type: none"> All staff to engage in section 4 of the UNCRC self-evaluation toolkit 'Links to the Curriculum' as we develop literacy and numeracy this session Further engage with Numeracy Progression pathways. Explore literacy progression pathways Analyse the ELC trackers to inform universal and individual next steps for learners. Use of Literacy and Numeracy Audit tools to evaluate all areas of the nursery. Action plans will be created by Literacy and Numeracy Leads to extend learning. Continue to use the Renfrew Language Scale Continue to develop staff capacity to ensure high quality learning experiences in literacy and numeracy through CLPL sessions supported by Cluster Pedagogy Officer. Continue to develop mathematical language within the nursery. Staff to engage in good practice visits to extend knowledge and develop environments 	<p>Ongoing</p> <p>From August 23. Planned staff sessions</p> <p>From August 23</p> <p>October 23</p> <p>From August 23</p> <p>Termly</p>	<ul style="list-style-type: none"> Use of tracker data for literacy and numeracy will show the majority of learners on track in their learning Staff confidence surveys relating to confidence in planning using the progression pathways will evidence increased confidence following planned input. Most Quality Improvement activities will demonstrate 'good' or above learning experiences. The majority of preschool learners will be able to use mathematical language relating to measurement, position and time.



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	3.2 Securing Pupils progress	<ul style="list-style-type: none"> Moderation of trackers to consolidate practitioners' professional judgement Nursery Practitioners to be involved in QI cycle termly with a focus on literacy, numeracy and HWB. 	Sept, Nov, Jan, Mar, May	
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Through targeted interventions the majority children will achieve expected levels in literacy and numeracy.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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.		Documented in PEF Plan
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Increase opportunities to develop skills for life and work within ELC and wider community</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>	<p>2.2 Curriculum</p> <p>2.5 Family Learning</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.3 Developing creativity and skills for life and learning</p>	<ul style="list-style-type: none"> The Digital Leads will develop the use of ICT within the nursery to create a digital learning environment. Continue to encourage pupil voice throughout the nursery Increase the use of Froebelian occupations within the nursery. Continue to develop links with the wider community and partners Continue to provide opportunities for volunteers and students from WL college. 	<p>From August 23</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Most learners will be able to access and use a range of ICT equipment. Learner conversations will demonstrate an increased ability to voice opinions and make suggestions. The majority of learners will be able to ask questions and give responses at an appropriate level.

* Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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