

Linlithgow Primary School ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024/2025



Courage

Relationships

Relevance

Values

Vision Values and Aims:



Linlithgow Early Learning and Childcare

Our Vision: Together we learn. Together we grow.
The more we play, the more we know.

Play based Pedagogy

Successes and Achievements

Enabling Environments

Partnerships

Transitions

Berg Me



Our Values: Kind Nurture Opportunity Wellbeing

Confident Individuals Successful Learners
Responsible Citizens Effective Contributors



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Our Curriculum Rationale:



Our Curriculum Drivers

Realising the Ambition
GIRFEC
Bringing Generations Together
Setting the Table
My World Outdoors
Space to Grow
Our Creative Journey
Froebelian Inspired

Our Vision

Together we learn, together we grow,
the more we play, the more we know!

Our Values

Kind
Nurture
Opportunities
Wellbeing

GIRFEC Wellbeing Indicator

Safe Sally
Healthy Harry
Achieving Alice
Nurtured Neil
Active Anna
Respecting Ronnie
Responsible Rebecca
Included Isaac

Play based pedagogy

- Learning lifelong skills
- Open end materials and loose parts
- Development of outdoor area to replicate the indoors

Partnerships

- Recognising parents as the first educators of our children
- Establishing close links with parents
- Links with other agencies
- Links to school and wider community
- Links with other ELC within our cluster

Curriculum Rationale

Enabling Environments

- Offering high quality learning experiences indoors and outdoors
- Using the local community, visiting Bield Residential Home and Forest Kindergarten
- Quality interactions

Being me

- Recognising children as being unique
- Treat each child as an individual

Successes and Achievements

- Celebrate successes from home and in the ELC
- Encourage children to reach their full potential

Transitions

- Vertical transitions – major changes for children and families e.g starting the ELC and school
- Horizontal transitions – small changes that happen at various times throughout the day



Successful Learning

Confident Individuals

Responsible Citizens

Effective Contributors

The 4 Capacities of Curriculum for Excellence

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Linlithgow Primary School - 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 children (100%) will benefit from supportive, spaces, interactions and the effective use of resources to support their emotional regulation and wellbeing.</p> <p>Wellbeing Indicators: Safe, Nurtured, Healthy, Included</p> <p>School Value: Wellbeing/Kind</p> <p>UNCRC articles: 3, 12, 28, 29, 31, 37</p>	<p>1.2 2.2</p> <p>CS: 1, 2, 3, 4</p>	<ul style="list-style-type: none"> • Pupil leadership committee, 'The Wellbeing Warriors' to lead improvements to wellbeing. These pupils to also link in with the H&WB Mini-champs in school and have the chance to attend meetings and contribute to whole-school improvements with regards to wellbeing. • Link emotions and emotional regulation to RRS/UNCRC articles:3, 12, 28, 29, 31 and 37. Ensure that a children's right to be listened to, understood and treated fairly is fully embedded in all of our interactions including pupil-pupil and adult-pupil. • Work with pupils in school to use the Zones of Regulation (simplified version) and the colours/language around this, in nursery, to help children to understand and manage different feelings. • Staff professional reading and CLPL on the Zones of Regulation and Incredible 5-Point Scale to help everyone to understand how to support children who are experiencing intense emotions. 	<p>By Jan 24</p>	<ul style="list-style-type: none"> • Floor-walk evidence will identify the creative use of space and resources to support a calming, nurturing nursery environment for <i>all children</i>. • QI evidence from practitioner to child interactions, to show that <i>almost all</i> practitioners skilfully support children to name and manage their emotions, in age-appropriate ways. • Documentation of learning (wall displays, Seesaw, floorbooks, IEP and CPM



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<p>Meta-Skills: Feeling, Communicating.</p>		<ul style="list-style-type: none"> • Audit the use of Spaces and resources in nursery, to enable children to be quiet and calm and to support effective emotional regulation- possible use of sensory baskets. Consider use of light and texture. • Children to be supported in interactions and nursery routines to be kind and gentle with others and towards themselves. Use of stories, books and songs about kindness and explore the use of mirrors to support self-identify and self-awareness. • Explore the use of music e.g. classical music and calming sounds, to support calm transitions throughout the nursery day. • Explore the use of ‘Yoga Bugs/Cosmic Yoga’ and simple mindfulness, to help children to self-regulate. • Potential use of the outdoor area and Forest-Friends activity for ‘forest-bathing’ and ‘cloud-dreaming’, linked to mindfulness. • Small group and 1-to-1 support to be created, ad hoc, for children who need bespoke help with emotional regulation- tying in with partner agencies where needed. 		<p>paperwork) to show evidence of <i>almost all</i> children (around 95%), beginning to regulate their emotions effectively and knowing some ways to calm down if upset.</p> <ul style="list-style-type: none"> • <i>Most</i> children (>75%), to achieve all H&WB statements on the tracker by the time they leave nursery to move to P1.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Through the effective use of individualised ‘next steps’, all of our pupils (100%), will</p>	<p>2.3</p> <p>CS: 5</p>	<ul style="list-style-type: none"> • Practitioners to continue to embed our practice of the ‘Golden thread’ of child’s-voice, being evident in all planning and documentation. • Moderation activities and guidance to continue for all practitioners, led by SLT, to ensure that there is a shared understanding of children’s progress across the Early Level in Literacy and Numeracy. 	<p>By April 2025</p>	<ul style="list-style-type: none"> • There will be evidence in the documentation of <i>all</i> (100%), children’s learning, to show that time and support is given to children to enable them to work on their next steps



<p>make continued progress in Literacy and Numeracy, at their own level.</p> <p>Wellbeing Indicators: Achieving/Included</p> <p>School Value: Opportunity/Nurtured</p> <p>UNCRC Articles: 28, 29, 31</p> <p>Meta-skills: Focusing, Curiosity, Creativity, Sense-Making, Integrity, Initiative, Adapting, Critical-thinking,</p>		<ul style="list-style-type: none"> • Ongoing support for practitioners, by SLT, in the use of the Early Level Progression Pathways and Benchmarks to set relevant next steps for children. • A clear system and guidance for practitioners is to be developed so that evidence of next steps being met by children, is present in documentation e.g. Seesaw, Personal Plans. • Home-learning activities to be linked into children's next steps, where possible. This to be detailed on Seesaw for easy access by parents/carers. • Children are to be supported to discuss their next steps using the 'I'm working on...' approach and stickers for home, to encourage dialogue with family. 		<p>and that <i>almost all</i> children are achieving these.</p> <ul style="list-style-type: none"> • Evidence from interactions and floor-walks, shows that <i>most</i> children (>75%), can confidently discuss their learning and next steps, in an age-appropriate way.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Most of our children (around 85-90%), will make age-appropriate progress in all areas of the West Lothian Council, ELC Progress Tracker, by the end of their pre-school year.</p>	<p>2.4 CS: 5</p>	<ul style="list-style-type: none"> • Tracker evidence from session 2023-24 indicates the need for targeted interventions in the following Curriculum areas, Key Aspects of Learning and Experiences and Outcomes: <ul style="list-style-type: none"> ○ Numeracy and Maths: We have identified that a number of our children need additional support with recognising quantities or amounts, at quick glance, and without counting, (subitising). ○ Literacy- We have identified that some of our children need additional support to help them to listen to and identify the sounds and rhythm of 	<p>By June 2025</p>	<ul style="list-style-type: none"> • WLC ELC Progress Tracker to show that <i>most</i> of our pupils (85-90%) are making age-appropriate progress in Numeracy and Maths, Literacy and Health and Wellbeing by the end of their pre-school year. • Excellence and Equity meeting minutes and observation/assessment data to evidence the



<p>Wellbeing Indicators: Achieving/Included/Nurtured</p> <p>School Values: Opportunity/Wellbeing</p> <p>UNCRC Articles: 28, 29, 31</p> <p>Meta-skills: Focusing, Initiative, Adapting, Curiosity, Sense-making</p>		<p>words. These skills are important in helping children to read and write.</p> <ul style="list-style-type: none"> ○ Health and Wellbeing- We have identified that some children need more support to cope with changes to routine and for developing friendships. <ul style="list-style-type: none"> ● Interventions will continue to be flexible, based around children’s interests and play, and be led by practitioners and EYOs. ● Focus children to be identified at the planning stage, to ensure that they are given the correct support, at the correct time to achieve Key Aspects of Learning and Tracker statements. ● Excellence and Equity meetings to continue be held each term with HT, to ensure that children are being given the right support to make continued progress. ● Interventions to be monitored and reviewed, on a termly basis to ensure that they are having the required effect on children’s attainment. 		<p>different interventions that are in place and how these are modified, frequently, to meet children’s changing support needs</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<p>2.2 2.3 2.7 CS: 5</p>	<ul style="list-style-type: none"> ● Our ‘Leaders of Learning’ pupil leadership committees to be further embedded this year to include cross-school working. Children to be given opportunities to learn with older children and share skills. ● Staff CLPL and possible professional enquiry/distributed leadership role on one or more of the Frobelian Occupations or ‘gifts’, to further the range of creative play opportunities that we provide for children both indoors 	<p>By May 2025</p>	<ul style="list-style-type: none"> ● Documentation or learning, including observations of children at play, will show that <i>all</i> children (100%), are given a wide variety of opportunities to be creative and innovative in their play, each day in nursery.



<p>All children (100%), will be given a wide variety of different opportunities to help them to develop a range of skills and dispositions for learning and for the future world of work.</p> <p>Wellbeing Indicators: Achieving, Responsible, Respected, Included, Active</p> <p>School Values: Opportunity</p> <p>UNCRC Articles: 12, 28, 29, 31</p> <p>Meta-skills: Leading, Communicating, Collaborating, Curiosity, Creativity</p>		<p>and outside e.g. paper cutting, folding, pricking and weaving, stick and pea constructions, sewing and weaving, clay/pottery, gardening, wood-work, block play/construction, cooking.</p> <ul style="list-style-type: none"> • Staff CLPL on Meta-skills and discussion around how the language around these, can be included in our interactions with children. • Family learning opportunities e.g. 'Stay and Play' sessions to be linked in with the chance to engage in the Frobelian Occupations. Home-learning activities to also, potentially, to be linked to these. • Digital lead practitioner to engage children in simple film-making and to help them to explore the use of animation, using iPads. • Digital leaders in school to work with nursery pupils on simple programming e.g. coding, programmable robot and other toys. • Further partnership links to be made to support children's creativity and innovation in nursery and in the wider community. 		<ul style="list-style-type: none"> • Documentation of learning including assessment information, will show that <i>all</i> pupils (100%), are developing a range of positive attributes and dispositions for the world of work e.g. perseverance, focus, leadership, resourcefulness, problem-solving, empathy etc.
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*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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