

# **Linlithgow Primary School ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP**

**2025/2026**



Created: August 2025



**Courage**

**Relationships**

**Relevance**

**Values**

## Vision Values and Aims:



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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 the Joint Inspection Framework	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p><i>All children, (100%), will benefit from; supportive spaces, nurturing interactions and the effective use of resources, including through transitions, to support their emotional wellbeing.</i></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>Meta-Skills: Feeling, Communicating.</p>	<p>Children thrive and develop in quality spaces.</p> <p>Children play and learn.</p> <p>Leadership.</p>	<ul style="list-style-type: none"> <li>Nursery, Health and Wellbeing 'Mini Champs' to be established to help to support wellbeing initiatives for the benefit of all pupils in nursery. With support, these pupils to also link in with the H&amp;WB Mini-champs in school and have the chance to attend meetings and contribute to whole-school improvements with regards to wellbeing.</li> <li>A new staff lead to be appointed for UNCRC/RRS. Staff to work with colleagues in the wider school to achieve the RRS Gold Award, by ensuring 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.</li> <li>Update our Nursery Handbook and/or create a 'welcome SWAY' to provide up-to-date information for prospective and new parents/carers on our spaces, interactions, resources and the nursery experience.</li> <li>Embed work carried out last session (24-25), on Zones of Regulation, including supporting children to identify, talk about and begin to regulate their emotions using, the 'Zones of Regulation House' and coloured 'zones'- created in the nursery.</li> <li>Work with pupils in school, and using the Jigsaw Health and Wellbeing resource, to introduce 'Calm Me' time into the nursery routine, supported by Jerry the Cat.</li> <li>Further develop the garden area to support emotional regulation and wellbeing- possibly development of sensory areas/sensory garden.</li> <li>Continue to explore the use of music to support wellbeing, including working with a parent to bring 'Kodaly' music experiences into the nursery.</li> </ul>	By Jan 26	<ul style="list-style-type: none"> <li>Nursery displays will evidence the work of our Health and Wellbeing mini-champs, showing that they lead wellbeing initiatives, for the benefit of <b>all pupils</b>, in nursery.</li> <li>Floor-walk evidence will identify the creative use of space and resources to support a calming, nurturing nursery environment for <b>all children</b>.</li> <li>QI evidence from practitioner to child interactions, to show that <b>almost all</b> practitioners skilfully support children to name and manage their emotions, in age-appropriate ways.</li> <li>Documentation of learning including: wall displays, Seesaw, floorbooks, IEP and CPM paperwork, to show evidence of <b>almost all</b> children (around 95%), beginning to regulate their emotions and knowing some ways to calm down if upset.</li> <li><b>Most</b> children (&gt;75%), to achieve all H&amp;WB statements on the</li> </ul>



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		<ul style="list-style-type: none"> <li>• Further explore the use of 'song signifiers' to support all children, including those with additional support needs, to make calm transitions throughout the nursery day. Songs can be used for hand-washing, snack-time, toileting and changing etc.</li> <li>• Small group and 1-to-1 support to be created, ad hoc, for children who need bespoke help with emotional regulation, particularly for daily transitions- tying in with partner agencies, where needed.</li> <li>• Continue to embed our home-nursery transition programme, supporting our youngest and newest children to settle into nursery quickly and happily.</li> </ul>		<p>tracker by the time they leave nursery to move to P1.</p> <ul style="list-style-type: none"> <li>• Parent/carer questionnaire feedback re home-nursery transition process, to evidence that <b>almost all</b> children (&gt;95%) make smooth and happy transitions into nursery and settle quickly.</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p><b>Most</b> 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>Wellbeing Indicators: Achieving/Included</p> <p>School Value: Opportunity/Nurtured</p>	Children are supported to achieve.	<ul style="list-style-type: none"> <li>• Through a range of effective CLPL and moderation activities, practitioners will be confident in working with the new, WLC ELC Tracking system and updated, Tracker Statements. They will be supported, through on-going moderation activities, to make accurate and consistent judgements about children's progress.</li> <li>• Ongoing CLPL support for practitioners, by SLT, in the use of the Early Level Progression Pathways and Benchmarks to set relevant next steps for children.</li> <li>• Practitioners to continue to be supported by SLT to ensure that children's '<b>next steps in learning</b>' are <b>relevant</b>, documented and that when children attain these, it is clearly evidenced for parents/carers.</li> <li>• Children are to be supported to continue to discuss their next steps using the 'I'm working on...' approach and stickers for home, to encourage dialogue with family.</li> </ul>	By April 2026	<ul style="list-style-type: none"> <li>• Quality Improvement activities/data to show that <b>almost all</b> practitioners (&gt;95%) make confident judgements on children's progress, using the new Tracking System and Tracker Statements to support them.</li> <li>• Quality improvement activities/data to show that <b>almost all</b> practitioners (&gt;95%), set relevant next steps for children, based on Curriculum outcomes.</li> <li>• Attainment data to show that <b>most pupils</b> ( 85-90%), are making age-expected progress in all key curriculum areas.</li> </ul>





<p>UNCRC Articles: 28, 29, 31</p> <p>Meta-skills: Focusing, Curiosity, Creativity, Sense-Making, Integrity, Initiative, Adapting, Critical-thinking,</p>				
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Around 20% of our pupils will be given additional support for the following key concepts and by the end of their pre-school year: to develop their phonological awareness in Literacy, to confidently count within 10 in Numeracy, and to manage changes to routine, as part of Health and Wellbeing.</p> <p>Wellbeing Indicators: Achieving/Included/Nurtured</p> <p>School Values: Opportunity/Wellbeing</p>	<p>Children are supported to achieve.</p> <p>Leadership.</p>	<ul style="list-style-type: none"> <li>Tracker evidence from session 2024-25 indicates the need for targeted interventions in the following aspects of the Curriculum at Early Level: <ul style="list-style-type: none"> <li>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).</li> <li>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 words. These skills are important in helping children to read and write.</li> <li>Health and Wellbeing- We have identified that some children need more support to cope with changes to their routine and new situations.</li> </ul> </li> <li>Interventions will continue to be flexible, based around children's interests and play, and be led by practitioners and EYOs.</li> <li>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.</li> <li>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.</li> <li>Interventions to be monitored and reviewed, on a termly basis to ensure that they are having the required effect on children's attainment.</li> <li>'Lending Library' and 'Story-sacks' to be re-started for all pupils, including those who need additional support.</li> </ul>	<p>By June 2026</p>	<ul style="list-style-type: none"> <li>WLC ELC Progress Tracker to show that <b>most</b> 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.</li> <li>Excellence and Equity meeting minutes and observation/assessment data to evidence the different interventions that are in place and how these are modified, frequently, to meet children's changing support needs.</li> <li>The ELC Tracker will evidence children moving back 'on track' (i.e. from Amber to Green), as a result of the positive impact of interventions.</li> </ul>



<p>UNCRC Articles: 28, 29, 31</p> <p>Meta-skills: Focusing, Initiative, Adapting, Curiosity, Sense-making</p>		<ul style="list-style-type: none"> <li>• ‘Supporting children’s early Literacy and Numeracy skills’ to be the theme of PEEP/Stay and Play sessions, to help parents/carers to know how to support their child.</li> </ul>		
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><i>All children (100%),</i> 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>Children are supported to achieve.</p> <p>Children play and learn.</p> <p>Leadership.</p>	<ul style="list-style-type: none"> <li>• Our pupil leadership groups to be further embedded this session, including; continuing to offer the groups across the Early Level and providing opportunities to work with older pupils, across school, to develop skills in a range of motivating contexts.</li> <li>• Pupil ‘Leaders of Learning’ group to be established to help nursery staff with self-evaluation and quality-improvement activities e.g. engaging in simple nursery ‘floor walks’, leading simple learning conversations and contributing to risk assessments etc. Possibility for parents/carers to be invited to join/support this work as well.</li> <li>• Staff distributed leadership roles to be refreshed around the Froebelian ‘gifts and occupations’ and according to ARD targets and professional interests/ competencies/ development needs.</li> <li>• Family learning opportunities e.g. ‘Stay and Play’ sessions to continue to be linked in with the chance to engage in the Froebelian ‘gifts and occupations’ and skills for work. Home-learning activities to also be linked to children’s skills development, where possible.</li> <li>• Further develop the use of spaces and resources to support children’s critical-thinking and problem-solving skill indoors, in the garden and during Forest Skills experiences.</li> <li>• Staff to work collaboratively to audit existing digital technologies in nursery and to purchase any tools needed, to further develop children’s skills, when using technologies, in different curriculum areas.</li> </ul>	<p>By May 2026</p>	<ul style="list-style-type: none"> <li>• Documentation or learning, including observations of children at play, will show that <b>all children</b> (100%), are given a wide variety of opportunities to <b>lead learning, solve-problems and think creatively</b>, as part of their play, each day in nursery.</li> <li>• Documentation of learning including assessment information, will show that <b>all pupils</b> (100%), are <b>developing a range of positive attributes, dispositions and skills</b> for the world of work e.g. perseverance, focus, leadership, resourcefulness, problem-solving, empathy etc.</li> </ul>



Meta-skills: Leading, Communicating, Collaborating, Curiosity, Creativity, Critical Thinking, Sense-Making.		<ul style="list-style-type: none"> <li>Digital leaders in school to work with nursery pupils to learn about simple programming e.g. coding, programmable toys and on the use of AI.</li> <li>Further partnership links to be made, within the wider community, to support children's skills development, including those associated with problem-solving, creativity and innovation.</li> </ul>		
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\*Quality Framework for Daycare of Children, Childminding and School Aged Childcare

