

LINLITHGOW PRIMARY ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP

2026 / 2027



Courage

Relationships

Relevance

Values

Our Vision, Values and Aims:



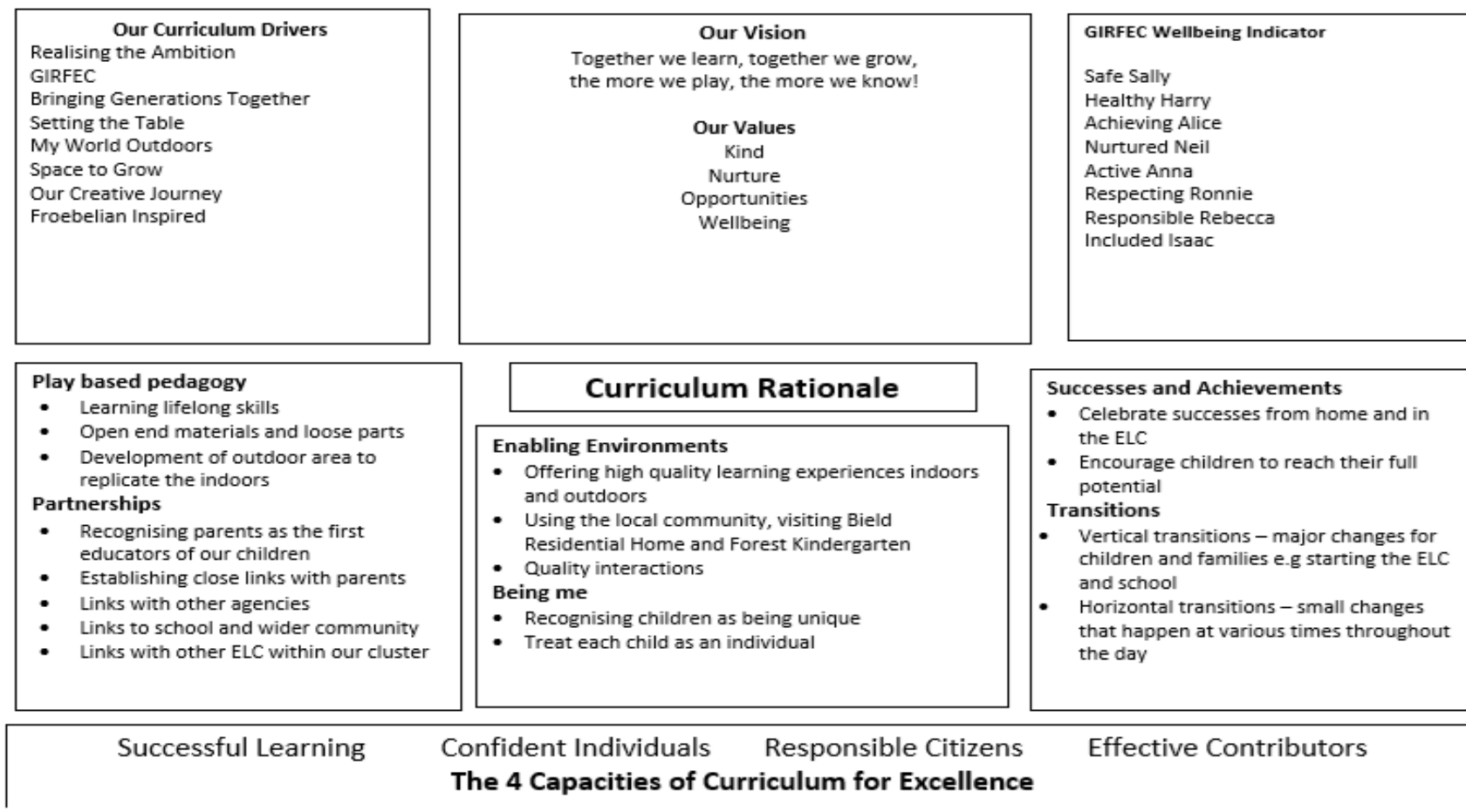
Courage

Relationships

Relevance

Values

Our Curriculum Rationale:



Courage

Relationships

Relevance

Values

Linlithgow Primary School -ELC Improvement Planning for Ensuring Excellence and Equity

ELC priorities linked to knowledge and data	Links to QIF ELC and HSCS	Proposed actions -	Timescale	Measures of Success
Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on improvement in wellbeing: By June 2027, all staff will undertake a 'small test of change' around inclusive pedagogy and 'meeting learners needs' to ensure that all pupils (100%), are happy and settled in nursery, and are engaged in play and learning. Wellbeing Indicators: Safe, Nurtured, Healthy, Included School Value: Wellbeing/Kind UNCRC articles: 3, 12, 28, 29, 31, 37 Meta-Skills: Feeling, Communicating.	Children thrive and develop in quality spaces. Children play and learn. Children are supported to achieve. Leadership HSCS: 1, 2	- Using examples from other settings, explore the rationale and process behind undertaking a 'small test of change' with all staff. - Using data, empower staff to select an area of change to take forward, around meeting learners' needs e.g. creation and use of a 'quiet room' or 'quiet spaces' in nursery or use of the garden to support pupil wellbeing and engagement. - Staff to be supported, by SLT, to create SMART targets, around the 'small test of change' to ensure impact on learners. - Staff to be supported, by SLT, to choose an appropriate QI Tool to gather/present data, and to show impact on learners, as a result of the 'small test of change'. - Staff to be supported to use, evidenced-based examples to support children's needs, drawing on expertise from literature, parents/carers and other agencies etc. - Pupil 'Leaders of Learning' group to support the self-evaluation work around the 'small test of change'- this means that the voice of children will be at the heart of all improvement work.	By June 2027	All pupils (100%) will be settled, and happy in nursery and they will be making progress in their play and learning, by June 2027. Staff confidence in self-evaluation and quality improvement processes will increase, by around 60%, including around the use of data, by June 2027.



Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): To re-evaluate your approaches to supporting all pupils (100%), to develop the necessary skills, in Numeracy and Maths at CFE, Early Level, by June 2027. Wellbeing Indicators: Achieving/Included School Value: Opportunity/Nurtured UNCRC Articles: 28, 29, 31 Meta-skills: Focusing, Curiosity, Creativity, Sense-Making, Integrity, Initiative, Adapting, Critical-thinking,	Children thrive and develop in quality spaces. Children play and learn. Children are supported to achieve. HSCS: 1	- Re-fresher CLPL sessions for all staff on Numeracy-rich provocations and also resources such as Numicon and Cuisenaire Rods. - Re-fresher CLP on schematic play and all staff to examine/consider how this relates to learning in Numeracy and Maths, learning. - Re-fresh staff approaches to use of open-ended questions to support higher-order thinking, in pupils. - Ongoing audits of the indoor and outdoor play areas to ensure that they are Numeracy and Maths rich, and meeting children's needs on a daily/weekly basis. 'Stay and Play' sessions to be linked to learning in Numeracy and Maths. - Further consider use of song to teach aspects of Numeracy and Maths e.g. counting and action songs, use of rhythm.	By June 2027	All pupils (100%) will benefit from high-quality learning provocations, spaces and interactions, designed to support their Numeracy and Maths skills, by June 2027
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches):	Children are supported to achieve	- All staff to be supported to use Tracker/assessment data to plan measurable interventions (use of SMART targets) for children in Literacy, Numeracy and Health and Wellbeing, each term. - Support for Identified Children grid to be completed by EYOs, with SLT support, to ensure that children's needs are being met and that the intervention is being regularly evaluated for impact.	By June 2027	Most (>70%) of our Q1 children will be making age-expected progress at Curriculum for Excellence, Early Level, with the support given.



To ensure that a range of measurable interventions are in place to support our Q1 children, and our children with additional needs, by June 2027 (Placing the human rights and needs of every child and young person at the centre of education)	HSC: 1, 2, 3, 4	E&E meetings, with SLT to continue to support the raising of attainment for all pupils, including those in Q1.		All (100%), of our children with additional support needs, will be making progress at their own level, with the support given.
Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making, focused on the Early Level To support all staff (100%), to increase their confidence and competences around engaging with and using the new	Children thrive and develop in quality spaces. Children play and learn. Leadership HSCS: 1, 5 HSC:1	- With the support of the ELC network session, all staff to undertake a range of CLPL around the new frameworks at Early Level. - All staff to work collaboratively, with SLT, to re-examine the Curriculum Rationale- ensuring that it is relevant and meets the requirements of the new Frameworks, at Early Level.	By June 2027	Staff confidence in the use for the new frameworks, at early level to have increased by around 60% between September 2026 and June 2027.



technical frameworks at Early Level, and as part of the Curriculum Improvement Cycle, by June 2027. (Placing the human rights and needs of every child and young person at the centre of education)				
---	--	--	--	--

- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards



Courage

Relationships

Relevance

Values