Burntisland Primary School

ELC Improvement Plan 2026-2027



Belong Participate Succeed

Education Directorate Improvement Plan: Improving wellbeing, Equality & Equity

Focused Priority: 1. To improve children's understanding, communication and ability to think critically.

Quality Improvement Framework for ELC
HGIOS4 Quality Indicators
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
3.1 Ensuring Wellbeing, Equality and Inclusion
3.2 Raising Attainment and Achievement

HGIOELC Quality Indicators
Wellbeing, Inclusion and Equality
Nurturing Care and Support
Learning, Teaching and Assessment
Children's Progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Children show improved ability to understand and communicate their emotions, demonstrate empathy, and think critically about relationships, fairness and equality. Increased confidence, resilience and positive interactions across the setting.	**Deliver structured Think Equal sessions** Implement the Think Equal programme through planned, story-based sessions and purposeful play experiences to support children's social, emotional and critical thinking skills. **Build practitioner confidence and consistency** Provide training, coaching and ongoing professional dialogue to ensure practitioners are confident and consistent in delivering the programme.	HT/Depute HT ELC Practitioners Early Years Team	**Children's outcomes (observations & interactions)** • Children increasingly **identify, express and manage their emotions** • Improved **empathy, kindness and positive relationships** with peers • Children demonstrate **confidence in sharing ideas and thinking critically** • Increased use of **language linked to feelings, fairness and equality** **Progress over time (tracking and evidence)** • Evidence of improvement in **wellbeing indicators and social skills** • Children show greater **self-regulation and reduced conflict behaviours** [	Introduction on Inset day in August – Books due to arrive in school in September Ongoing throughout session Review termly Termly – PNT tracking Progress. Collegiate sessions used for planning

	Embed approaches across the environment and daily practice Integrate Think Equal principles into everyday interactions, routines and the learning environment to reinforce learning consistently **Strengthen family engagement and partnerships** Share learning with families through communication, resources and information to support continuity of children's development at home.		• Learning journals/floorbooks show children applying Think Equal concepts in play and discussion. **Quality of practice (staff consistency)** • Observations and learning walks show **consistent use of Think Equal approaches** • Practitioners confidently use **modelling, questioning and shared language of emotions** • Professional dialogue evidence **shared understanding and consistent delivery** **Learning environment and ethos** • The environment reflects **inclusive, nurturing and respectful relationships** • Think Equal themes are visible across **daily routines, play experiences and interactions** **Family engagement** • Increased **family awareness and engagement** with wellbeing and emotional learning • Positive feedback from families about children's **confidence, language and behaviour at home**	using the shared resource to ensure continuity across all playrooms.
Ongoing Evaluation				

Education Directorate Improvement Plan: Raising attainment

Focused Priority: 2. To improve children's language and listening skills through targeted interventions.

Quality Improvement Framework for ELC
HGIOS4 Quality Indicators
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
3.2 Raising Attainment and Achievement

HGIOELC Quality Indicators
Learning, Teaching and Assessment
Wellbeing, Inclusion and Equality
Children's Progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Children demonstrate improved **language and listening skills**,	**Introduce and deliver the Nursery Narrative programme** Implement a Nursery Narrative programme to support children's language development through planned, structured approaches. **Plan and deliver focused storytelling sessions** Plan regular small-group storytelling sessions with a clear focus on developing vocabulary, sequencing and comprehension skills. **Enhance practitioner interactions to extend language** Use consistent practitioner modelling, skilled questioning and repetition to extend children's language and listening skills **Embed and target support across the setting**	PNT – SEYO - DHT	**Observations and interactions** • Children demonstrate improved **listening, attention and turn-taking** • Increased confidence in speaking and engaging in conversations • Practitioners observe children using **extended vocabulary** in play and storytelling **Progress and tracking data** • Evidence of progress in **communication and language milestones** • Targeted children show measurable improvement over time (baseline → review) • Tracking shows increased ability in **sequencing, understanding and recall** **Learning evidence**	Inset August 2026 – Introduction to Nursery Narrative and purpose. Ongoing throughout session Targeted blocks reviewed termly

	Embed narrative approaches across continuous provision (including role play, book areas and outdoor learning) and provide targeted support for identified children, tracking their progress over time.		• Learning journals/floorbooks show children **retelling stories, sequencing events and expressing ideas** • Evidence of children using narrative skills across different areas of play (e.g. role play, small world, outdoor learning) **Quality assurance and professional judgement** • Learning walks and observations show **high-quality practitioner interactions and modelling of language** • Staff discussions and moderation reflect **consistent approaches and improved outcomes for learners** **Stakeholder feedback** • Positive feedback from children and families around **language development and confidence** • Children increasingly able to talk about their learning and experiences • **QI Framework links** • Clear improvement in **QI (Learning, Teaching & Assessment**	Tracking progress termly. Collegiate sessions – develop staff confidence using the programme.
Ongoing Evaluation				

Priority 3: Achievement/Positive Destinations/Attendance & Engagement				
Focused Priority: • Engagement in staff professional learning. • Embedding digital approaches to learning and teaching across the curriculum.				
HGIOS4 Quality Indicators 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6				
HGIOELC Quality Indicators 1.3 Leadership of Change 2.6 Transitions 3.3 Developing and Skills for Life and Learning Creativity and Skills for Life and Learning				
Expected Impact	**Strategic Actions Planned**	**Responsibilities**	**Measure of Success** ***(Triangulation of Evidence/QI Methodology)***	**Timescales**
Almost all children become more engaged and independent learners through the meaningful use of digital technology. Staff can capture high-quality evidence of learning and identify clear next steps in real time. All staff will engage in professional learning opportunities created by the Transforming Learning Team.	Introduce the consistent use of iPads across ELCs to document observations, record children's voice, photograph learning experiences and track progress. Professional learning sessions will support staff confidence and consistency in using iPads effectively. Professional learning opportunities will be delivered through online training sessions and digital training modules focused on the effective use of iPads in early years. Further in-house support and coaching will be provided by SLT, Nursery Teachers and EYDOs to model good practice and support implementation within nursery environments. Staff will engage in collaborative professional dialogue and share effective practice across settings.	EYOs, Peripatetic Nursery Teacher, SLT Transforming Learning Team, SLT, NT, and EYOs.	• increased quality and consistency of learning evidence recorded. • Staff confidence in using iPads improves through feedback and monitoring. • Improved parental engagement through shared digital learning experiences. • Evidence of digital approaches observed during learning walks and quality assurance activities. All settings participate in planned online professional learning sessions. • Increased staff confidence and competence evidenced through feedback and self-evaluation. • Consistent use of iPads observed across nursery settings. • Staff engagement in professional dialogue and sharing of good practice. • Improved digital quality of observations, assessment and planning documentation.	August 2026 – June 2027
Ongoing Evaluation				