

# ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

**2022 / 2023**

A child- centred play based pedagogy and curriculum,  
supporting the delivery of high quality ELC in West Lothian.



Courage

Relationships

Relevance

Values

## Vision, Values and Aims

- Our current vision is: Beyond the Dream
- Our current values are: relationships, courage, relevance and values.

Our Calderwood vision – [video link here.](#)

Creating Calderwood – [video link here.](#)



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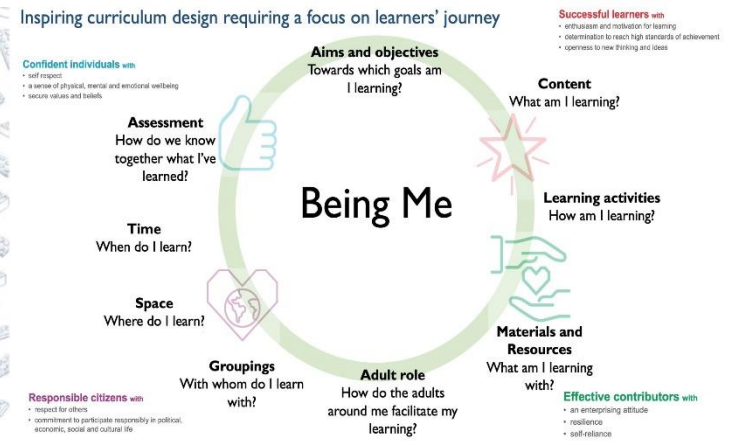
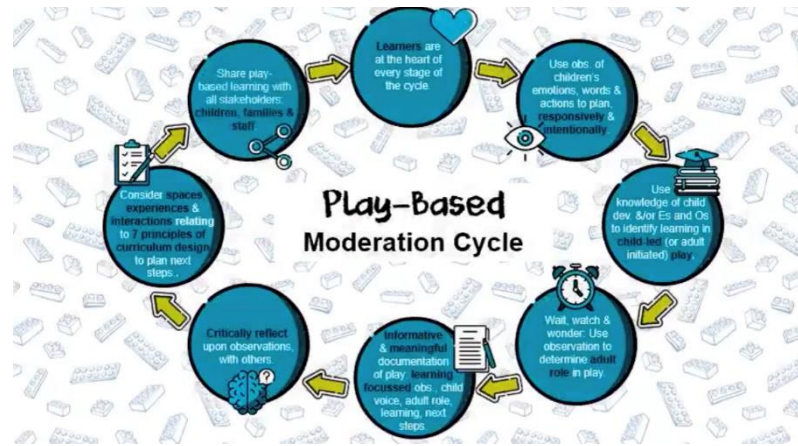
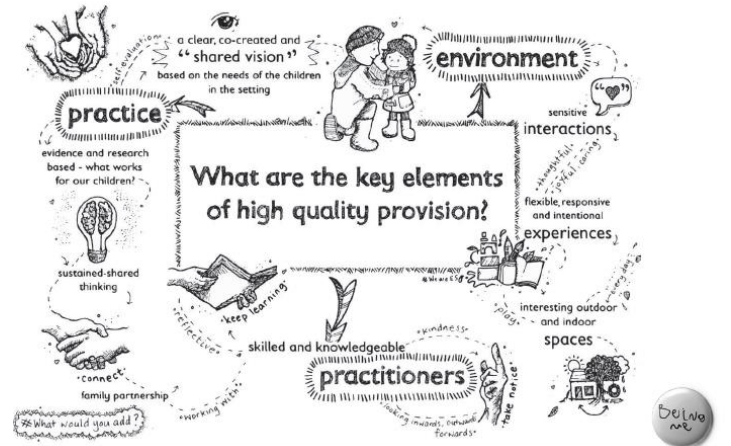
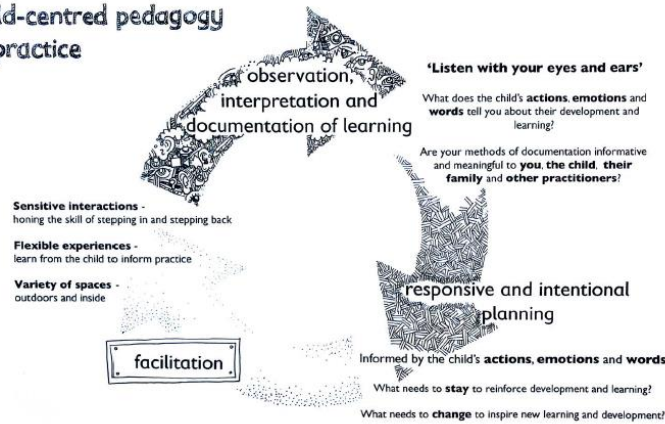
## Froebel's key principles



Fig.1: Friedrich Froebel 1782-1852

- Freedom with guidance
- Unity, connectedness and community
- Engaging with nature
- Learning through self-activity and reflection
- The central importance of play
- Creativity and the power of symbols
- Knowledgeable and nurturing educators

## child-centred pedagogy in practice



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<p><b>All children will have access to numeracy and writing learning experiences of a consistently high standard, with robust assessment of progress.</b></p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>		<ul style="list-style-type: none"> <li>• Embed a consistent approach in planning methods in line with WL which are based on the children's interests – daily observation plans, incidental planning and consultative planning</li> <li>• Embed approaches to recording, capturing and reflecting of the children's voices and learning through floorbooks, learning sways and OLI observations (involving children in process)</li> <li>• Track children's progress termly and use this to inform next steps</li> <li>• Celebrate all achievements of children in and out of nursery</li> </ul> <p><b>Promote the inclusion of all children to ensure they reach their potential in literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>• Friday meeting strategy</li> <li>• Staff leadership groups/roles to deliver improvement priorities</li> <li>• Literacy &amp; Numeracy CLPL for all practitioners - Numeracy Pedagogy Officer</li> <li>• Targeted interventions for challenging and supporting all</li> <li>• GIRFEC process embedded - IEP's, CPM's, weekly email, Friday meeting</li> </ul> <p><b>Embed a curriculum rationale which incorporates play pedagogy, Realising the Ambition and Froebel Principles</b></p> <ul style="list-style-type: none"> <li>• Further developing a numeracy and literacy rich environment</li> <li>• Staff CLPL - Froebel training</li> <li>• Embedding child-centred approaches to curriculum development</li> </ul>		<p>Tracker information used to analyse data and inform next steps to "build on <b>what</b> the child already knows" (<u>Realising the Ambition 2020:52</u>).</p> <p>Literacy attainment will improve, with 80% of children tracked green</p> <p>Numeracy attainment will improve across the school, with 80% of children tracked green</p> <p>Actions and interventions in CPM's and IEP's regularly reviewed and completed.</p> <p>Literacy and numeracy environmental audits show progression and action taken to ensure literacy and numeracy rich environments are established.</p> <p>Staff can identify the impact of CLPL on their practice.</p> <p>Almost all staff, through questionnaires, feedback positively about their practice in literacy and numeracy.</p> <p>Most children feedback positively about their learning experiences and can confidently discuss their learning.</p>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p>		<p>Calderwood 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.</p>		<p>Documented in PEF Plan</p>



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<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>				
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><b>All learners will experience high quality outdoor learning and teaching in all classrooms by engaging practitioners in the West Lothian Skills Framework.</b></p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<p><b>Embed skills for life/skills for work and skills in real life context</b></p> <ul style="list-style-type: none"> <li>• Real life contexts in consultative planning</li> <li>• Children’s jobs, roles and responsibilities embedded</li> <li>• Embed skills based learning indoors and outdoors through e.g. role play, woodwork and gardening areas</li> </ul> <p><b>Embed community links and develop aspirational families and children</b></p> <ul style="list-style-type: none"> <li>• Work with building providers of Calderwood Estate</li> <li>• Links with Calderwood Café</li> <li>• Families to share their jobs/skills</li> </ul> <p><b>Developing approaches to outdoor learning</b></p> <ul style="list-style-type: none"> <li>• Interactions, experiences and spaces are mirrored outdoors and indoors</li> <li>• Using resources to their full potential through creativity</li> <li>• Embedding child-led risk assessments to engage in risky play</li> <li>• Staff leadership roles to share CLPL and train other practitioners</li> </ul> <p><b>Work with schools and colleges in the ELC workforce</b></p> <ul style="list-style-type: none"> <li>• Links with WL college for training and with their student programme</li> </ul>		<p>Evidence of skills based curriculum shown in floorbooks, observations and areas</p> <p>Increased participation in the community</p> <p>Outdoor learning audit shows progression and action taken to ensure literacy and numeracy rich environments are established.</p> <p>WL Students report positive feedback about their mentoring during placement</p>



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