

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.



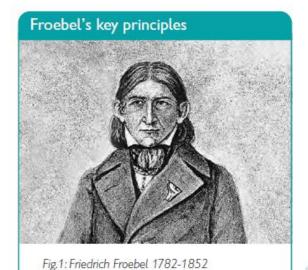
Relevance

Vision, Values and Aims

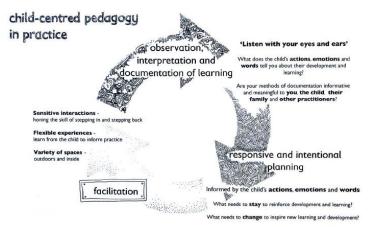
- Our current vision is: Beyond the Dream
- Our current values are: relationships, courage, relevance and values.

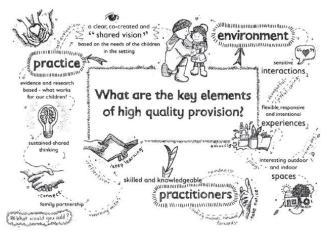
Our Calderwood vision – <u>video link here.</u> Creating Calderwood – <u>video link here.</u>

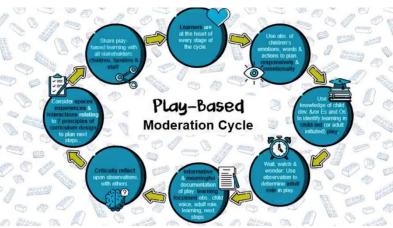


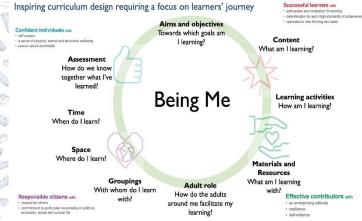


- Freedom with guidance
- · Unity, connectedness and community
- Engaging with nature
- Learning through self-activity and reflection
- The central importance of play
- Creativity and the power of symbols
- Knowledgeable and nurturing educators











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Calderwood - ELC Improvement Planning for Ensuring Excellence and Equity					
School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC and NH&SCS	Proposed actions	Timescale	Measures of Success	
Improvement in all children and young people's wellbeing: All children and champions at Calderwood Primary will recognise and understand the rights of a child. At Calderwood Nursery we will create an inclusive vision, values and aims for all our children and families. (Placing the human rights and needs of every child and young person at the centre of education)		Embed positive relationships with staff, children, parents and community: Embed approaches to staff wellbeing Trusted champion approach embedded, with growing numbers of children and champions In person parent events with parents to develop relationships – stay and play, HWB support (e.g. Sleep Scotland), drop in sessions, drop off/pick up chats Establish vision, values and aims with children, staff and parents: All stakeholder views captured Embed vision, values and aims Embed effective and consistent routines: All staff and children to take autonomy and care over the environment Clan time focus for taking care of the environment Improvement priority for area per term Children have a safe and nurturing environment where they are free to express and be supported with their emotions, and have a clear understanding of their rights: Champions to engage with UNCRC toolkit Implement UNCRC action plan Rights of the child and wellbeing indicators incorporated into learning Sways (right of the week/month) Development of nurture approaches/wellbeing den Direct HWB interventions for targeted pupils	May 2022 May 2022 May 2022	% increase wellbeing of pupils tracked as red will improve to green (WL trackers) % increase of parent's engagement in wellbeing events (parent engagement registers) Vision, values and aims which incorporate all views and shared across learning community with feedback shared Most children, staff and parent feedback positively on routines and through observations Most parents, staff and parents report positive relationships UNCRC toolkit tracks action taken and improvements	
Raising attainment for all, particularly in literacy and numeracy(universal):		Support children to be active participants in their learning		Children's voice evident throughout planning, floorbooks and observations.	



All children will have access to numeracy and writing learning experiences of a consistently high standard, with robust assessment of progress. (Placing the human rights and needs of every child and young person at the centre of education)	Embed a consistant approach in planning methods in line with WL which are based on the children's interests – daily observation plans, incidental planning and consultative planning 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) Track children's progress termly and use this to inform next steps Celebrate all achievements of children in and out of nursery Promote the inclusion of all children to ensure they reach their potential in literacy and numeracy Friday meeting strategy Staff leadership groups/roles to deliver improvement priorities Literacy & Numeracy CLPL for all practitioners - Numeracy Pedagogy Officer Targeted interventions for challenging and supporting all GIRFEC process embedded - IEP's, CPM's, weekly email, Friday meeting Embed a curriculum rationale which incorporates play pedagogy, Realising the Ambition and Froebel Principles Further developing a numeracy and literacy rich environment Staff CLPL - Froebel training Embedding child-centred approaches to curriculum development	Tracker information used to analyse data and inform next steps to "build on what the child already knows" (Realising the Ambition 2020:52). Literacy attainment will improve, with 80% of children tracked green Numeracy attainment will improve across the school, with 80% of children tracked green Actions and interventions in CPM's and IEP's regularly reviewed and completed. Literacy and numeracy environmental audits show progression and action taken to ensure literacy and numeracy rich environments are established. Staff can identify the impact of CLPL on their practice. Almost all staff, through questionnaires, feedback positively about their practice in literacy and numeracy. Most children feedback positively about their learning experiences and can confidently discuss their learning.
Tackling the attainment gap between the most and least advantaged children (targeted):	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.	Documented in PEF Plan



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(Placing the human rights and needs of every child and young person at the centre of education)		
Improvement in employability skills and sustained, positive school leaver destinations for all young people: All learners will experience high quality outdoor learning and teaching in all classrooms by engaging practitioners in the West Lothian Skills	Embed skills for life/skills for work and skills in real life context Real life contexts in consultative planning Children's jobs, roles and responsibilities embedded Embed skills based learning indoors and outdoors through e.g. role play, woodwork and gardening areas Embed community links and develop aspirational families and children	Evidence of skills based curriculum shown in floorbooks, observations and areas Increased participation in the community
Framework.	 Work with building providers of Calderwood Estate Links with Calderwood Café Families to share their jobs/skills 	Outdoor learning audit shows progression and action taken to ensure literacy and numeracy rich environments are established.
(Placing the human rights and needs of every child and young person at the centre of education)	 Developing approaches to outdoor learning Interactions, experiences and spaces are mirrored outdoors and indoors Using resources to their full potential through creativity Embedding child-led risk assessments to engage in risky play Staff leadership roles to share CLPL and train other practitioners 	WL Students report positive feedback about their mentoring during placement
	Work with schools and colleges in the ELC workforce • Links with WL college for training and with their student programme	

