

CALDERWOOD NURSERY CLASS ACTION PLAN TO SUPPORT THE DELIVERY OF SIP

2026 / 2027



Courage

Relationships

Relevance

Values

ELC Vision and Values

- *Our current vision is: Beyond the Dream*
- *Our current values are: Connectedness, Caring, Creative*

ELC Curriculum Rationale



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CALDERWOOD 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: Strengthen our universal and targeted approaches to Additional Support Needs (ASN), ensuring all children receive the right support at the right time. Through professional learning, improved GIRFEC processes, and increased staff confidence, we will build an inclusive learning environment that effectively meets the diverse needs of all learners. (Placing the human rights and needs of every child and young person at the centre of education)	HSCS 1.15 HSCS 1.19 HSCS 2.2 HSCS 2.9 HSCS 3.1 HSCS 4.11 QIF UNCRC Article 3,6,12	Develop staff knowledge and confidence: - Audit staff confidence and training needs in relation to ASN and GIRFEC. - Deliver a programme of ASN professional learning throughout the year - Provide training on areas such as neurodiversity, communication needs, emotional regulation, trauma-informed practice, attachment, and inclusive approaches. - Facilitate professional reading, discussion groups, good practice visits and sharing of good practice with colleagues. Strengthen universal support: - Review nursery environments to ensure they meet a range of sensory, communication, and emotional needs. - Develop consistent approaches to visual supports, routines, nurture approaches, and emotional regulation strategies. - Embed inclusive practice across all learning experiences. Improve targeted support processes: - Clarify staff roles and responsibilities in identifying and supporting children. - Review and strengthen collaborative approaches to sharing individual strategies and supports (eg Individual Support Plans/Pupil Passports and how we cascade this information.)	September 2026 June 2027 June 2027 April 2027 October 2026 March 2027 June 2027 October 2026 December 2026	Calendar of training opportunities. Staff CLPL records and evaluations will evidence impact in confidence before and after training. Staff confidence ratings improve from baseline by end of the year. Through quality assurance observations of practice, spaces and interactions, most staff will demonstrate consistent use of inclusive strategies and supports and universal support strategies are consistently evident across the spaces. Most staff will report improved understanding of universal and targeted support approaches. All children requiring targeted support have clear plans, review dates, and identified outcomes.
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): Develop high quality outdoor learning environments that develop early literacy and numeracy skills and provide meaningful, engaging and play based opportunities.	HSCS 1.3 HSCS 1.10 HSCS 1.27 HSCS 2.2 HSCS 2.9 HSCS 3.1 HSCS 4.11 QIF	Audit and develop outdoor environments - Review and conduct audits of existing literacy and numeracy opportunities outdoors. - Create dedicated literacy and numeracy areas within outdoor spaces - Ensure resources are accessible, inviting, and responsive to children's interests. Embed literacy across outdoor learning - Provide opportunities for mark making, storytelling, role play, and environmental print. - Develop outdoor reading spaces and storytelling areas.	August 2026 November 2026 Ongoing April 2027 April 2027	Learning walks, audits and quality assurance observations demonstrate consistent, high quality literacy and numeracy opportunities in outdoor contexts. All outdoor areas provide planned and child initiated opportunities for literacy and numeracy learning 80% of N5 pupils will be on track for rhyming and mark making (currently



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(Placing the human rights and needs of every child and young person at the centre of education)	UNCRC Article 3, 6, 12	- Incorporate signs, labels, symbols, and print-rich displays throughout the environment. - Encourage children to use writing for real purposes within play. Strengthen Numeracy experiences: - Embed counting, measuring, pattern, shape, and problem-solving opportunities within daily outdoor experiences. - Use loose parts and natural materials to support mathematical thinking. - Plan experiences that develop mathematical language and reasoning skills. - Staff moderation activities and professional learning on language of measurement.	November 2026 June 2027 February 2027 December 2026 Ongoing May 2027	71.43% on track for rhyming and 75.51% for mark making.) Staff observations show increased use of literacy and numeracy skills during play in outdoor environment/spaces. The % of children on track for language of measure will increase from 75.51% to 80%. Evidence in floor books, observations, evaluations and child voice demonstrate progress in literacy and numeracy through outdoor learning.
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): At Calderwood Nursery we strive to be mindful and proactive in ensuring an inclusive and equitable ELC setting. (Placing the human rights and needs of every child and young person at the centre of education)	HSCS 1.1 HSCS 1.4 HSCS 1.13 HSCS 2.2 HSCS 2.9 HSCS 3.1 HSCS 4.11 QIF UNCRC Article 3, 6, 12	- Provision of wellies and waterproofs to continue to make outdoor learning accessible to all pupils. - Ensuring equity for all pupils during and through Nursery initiatives and events (big bedtime read, author visit, story sacks, home learning activities, sign a long.)	Ongoing Ongoing	Audit of wellies and waterproofs – ensure variety of sizes to meet needs of children. Parent feedback on initiatives and events.
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 Our curriculum will be enriched through outdoor learning and	HSCS 1.10 HSCS 1.13 HSCS 1.25 HSCS 1.31 HSCS 2.2 HSCS 3.1 HSCS 4.11 QIF UNCRC Article 3, 12, 28	- Staff to engage in technical frameworks published by the Curriculum Improvement Cycle. - Provide professional learning on outdoor pedagogy. - Train identified staff in safe fire pit use and outdoor learning facilitation. - Plan regular forest walks and community-based learning experiences. - Develop progressive outdoor learning experiences linked to Early Level benchmarks. - Engage families and the community in shared outdoor learning opportunities where appropriate.	June 2027 April 2027 November 2026 Ongoing June 2027 June 2027	Evidence of regular, planned outdoor learning within tracking and planning documentation. Staff confidently leading safe fire pit sessions and outdoor experiences. Observations show children engaged, motivated, and developing key skills outdoors. Increased staff confidence in outdoor curriculum making (feedback/evaluations/discussions).



meaningful community experiences. <i>Embedding outdoor learning and community-based experiences (such as forest visits) supports children's wellbeing, curiosity, and holistic development. These contexts provide rich, real-life opportunities for curriculum making, allowing practitioners to respond to children's interests in meaningful ways. Developing staff confidence in delivering high-quality outdoor learning, including safe and purposeful use of resources such as fire pits, will strengthen inclusive practice and ensure all children can access engaging and relevant learning experiences.</i> (Placing the human rights and needs of every child and young person at the centre of education)				Positive feedback from children and families on outdoor and community learning.
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- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards



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