



# *Mid Calder ELC* **ACTION PLAN TO DELIVER SIP** 2020 / 2021



All schools should consider an interim curriculum rationale that takes account of the most recent national and local guidance related to the current situation. 'Phased' curriculum rationales should still reflect the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

*Our nursery vision is 'Playing to Learn, Learning to play'.*

*(This is currently being reviewed with all stakeholders-20 /21)*



**Mid Calder Primary School | - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity**

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people’s wellbeing:</b></p> <p>To support the emotional, social and physical wellbeing of all staff and children</p> <p>To continue to build upon successful parental relationships within ELC</p>	<ul style="list-style-type: none"> <li>• Revised focus on HWB Curriculum Pathways to enhance planning for working within Early Level</li> <li>• Refreshed use of Emotion Works to continue to develop a common language and approach to aspects of Wellbeing</li> <li>• To continue to engage with parental community through “Caring Conversation” telephone calls</li> <li>• To develop “Virtual Veda” Therapet dialogue with children to support confidence and communication</li> </ul>	<p>Ongoing work throughout term</p>	<p>Almost all (90% +) Children able to articulate their feelings Common language used and understanding of emotional terms</p> <p>Positive parental relationships /communication in order to meet the needs of our young children through the year</p> <p>Responsive actions evident by all ELC staff based on advice from families and other leading professionals</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>To embed rich experiences of Literacy and Numeracy within free flow based on Early Level Es and Os</p>	<ul style="list-style-type: none"> <li>• Revised focus on Numeracy and Literacy Curriculum Pathways to enhance and create more specific planning in order to meet depth and breadth of Es and Os within Early Level</li> <li>• Use of Cuisinaire rods within free flow experiences</li> </ul>	<p>Numeracy Autumn Term Literacy Spring Term Consolidation Summer Term (transition to P1)</p>	<p>Almost all (90% +) ELC children evidently confident within Early level particularly those transitioning to P1 in 2021</p> <p>Pupils demonstrating their understanding of concepts through their free flow play dialogue and interactions with adults and peers</p>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>To ensure children in Lower quintiles are monitored sufficiently for access to resources/experiences</p>	<ul style="list-style-type: none"> <li>• Staff to undertake CLPL Network meeting to develop their expertise</li> <li>• To ensure that learning opportunities are planned and recorded through the use of floor books ensuring pupil lead learning experiences are actively provided for.</li> </ul>		<p>Evidence of most children using Cuisinaire rods /other concrete objects for modelling and visual representation of number concepts</p>

	<ul style="list-style-type: none"> <li>• To initiate a “Clothes Exchange “ Rail to support “Poverty proofing and Sustainability”</li> <li>• To continue to develop monthly “Caring Conversations” so that parents alert nursery of any change in Family Circumstances.</li> </ul>		
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p><b>Using Realising the Ambition-Being me as a consistent reference point to all planned Free Flow experiences with our Nursery both indoors and Outdoors</b></p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out.  Dispositions to learning  Community links  Skills for life/ skills for work  Developing aspirational families and children  Working with schools and colleges to develop employability skills in ELC workforce in line with 1140 expansion</p>	<ul style="list-style-type: none"> <li>• To embed a wider range of IT learning experiences within the ELC setting both indoors and outdoors</li> <li>• To ensure that learning opportunities are planned and recorded through the use of floor books</li> <li>• To enhance our existing outdoor practices into the community through outdoor planting practices e.g Planting bulbs in Wild Connections Area/Tree and wider planting initiatives</li> <li>• To develop planting within school with proposed raised flowerbed etc Use of the growing and harvesting calendar outside</li> <li>• To work with PSA etc to develop a more permanent outdoor shelter within wild connections area using children`s ideas</li> <li>• To initiate ELC fund raising for a local/International charity based on children`s thoughts and initiatives</li> </ul>	<p><b>Termly Focus on :</b>  <b>Community DYW</b>  <b>Wider School</b></p>	<p><b>ELC engaging regularly with reflections on Realising the Ambition in CLPL sessions and planning</b></p> <p><b>Greater confidence and consistency demonstrated by all staff in Nursery</b></p> <p><b>Greater independence and initiative demonstrated by children in ELC setting</b></p> <p><b>Clear actions evidenced in the Community e.g Cunnigar House Care Home and Wild Connections</b></p> <p><b>Evidence of children`s input into consultative Floor Books –shared with parents through SWAY and Nursery FOYER displays</b></p>