

# INVERALMOND EARLY YEARS CENTRE ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2023 / 2024



Courage

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Values

## Vision

At Inveralmond Early Years Centre our motto is:

*“Play, Learn and Grow Together”*

We want all children to be inspired, creative, explore and discover the world around them through engagement in rich, meaningful play-based experiences. We believe our children to be competent, capable, responsible and resourceful, supporting them in partnership with their families to reach their full potential.

## Values

- Kindness
- Respect
- Happiness

## Aims

We will:

- provide a welcoming, warm, happy and safe environment where children’s achievements are celebrated.
- provide rich, engaging and challenging play experiences which are responsive to our children’s interests and needs.
- work in partnership with parents/carers, other professionals and the local community to give our children the best start in life.
- foster positive attitudes towards the environment and our community.



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Our values are central to everything we do. Through the daily life of the nursery we support children to understand what these mean and why they are important to our learning community.

All schools should consider a curriculum rationale for ELC that takes account of the most recent national and local guidance related to the current situation. Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE (Curriculum for Excellence) Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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Ladywell NS and Inveralond EYCSchool - 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
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All children will be supported to develop an understanding of their emotions.</p> <p>All children will be supported to develop self-regulation skills in order to promote their wellbeing.</p> <p>All children will receive high quality observations documented through personal plans and Learning Journal observations, supporting them to make progress within Health and Wellbeing.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p><b>HGIOELC</b> 1.1 1.3 3.1</p> <p><b>NH&amp;SCS</b> 1.2 3.1 4.1 4.19</p>	<p><b>How will an Agile approach to strengthening the 4 capacities support all learners?</b> How will you support children and staff HWB? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect children at the centre?</p> <p>Introduction of Zones of Regulation into playroom practice:</p> <ul style="list-style-type: none"> <li>Zones of Regulation training delivered to Head of Centre, ELCASM and EYO by ISS then cascaded to whole staff team.</li> <li>Emotional check-in, in line with Zones of Regulation that can be accessed by all children at sign in. Monitoring and follow up of this to be implemented by Key Workers.</li> <li>Playroom Zones check in to be established in consultation with children.</li> <li>Adaptation of Zones of Regulation resources to suit ELC age group e.g. terminology 'friendly' and 'unfriendly' rather than 'expected/unexpected' to explain when we need to use tools and strategies in our Zones. Use of objects such as comfort toys, teddies or fidget toys as tools.</li> <li>Individual toolboxes to be developed for children collaboratively with parents.</li> <li>Children's skills sessions planned around development of emotional literacy – one session per week to focus on HWB.</li> <li>Parental engagement – workshops supported by use of Sways, Stay and Play sessions (where use of Zones can be modelled) to support parents/carers understanding the Zones of Regulation and how they are used in nursery.</li> <li>Develop bank of resources which can be used at home by parents/carers to support their child's development of self-regulation.</li> </ul> <p>Floorbook to record children's thoughts and ideas relating to the identification of emotions and their understanding of strategies that can support them. This will be built on across the year and revisited to stimulate discussion and reflection.</p> <p>Collegiate working to develop quality and consistency of LJ observations, personal plan targets and reviews relating to HWB across staff team.</p>	<p>Aug 23</p> <p>Jun 24</p> <p>Jun 24</p> <p>Jun 24</p>	<p>EYP 'Impact of training' documentation completed by all practitioners will demonstrate how ZoR training has impacted on playroom practice.</p> <p>Almost all children will use the emotional check-in on a daily basis.</p> <p>Most children will make progress in their emotional wellbeing, evidenced through Learning Journal observations and HWB tracker statements relating to HBW 0-01a, HWB 0.02a, HWB 0-03a, HWB 0.04a and HWB 0-06a.</p> <p>Most preschool children will achieve green or * on ELC Progress Tracker in relation to Health and Wellbeing statements 1&amp;2:</p> <ul style="list-style-type: none"> <li>I can confidently express my needs and ask for help when needed.</li> <li>I can confidently cope with everyday/new situations.</li> </ul> <p>LJ monitoring will show increased consistency in the number and quality of observations recorded in children's Learning Journals.</p>



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		<p>Collegiate time allocated to the moderation of observations with a focus on evaluative language, identified learning focus and specific next steps.</p>		<p>Personal Plan targets relating to emotional wellbeing and social development will include detailed support strategies.</p> <p>Children's contributions to 'Emotions' floorbook will evidence their developing emotional literacy. Children will be able to confidently identify appropriate support strategies and name trusted adults who can support them.</p> <p>Children's survey will show that at least 90% of children feel happy, safe and nurtured in the ELC setting.</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>Most (80%) of children will increase their numeracy and maths skills (specifically those identified within the ELC tracker) through engagement in high quality learning experiences and skilled staff-child interactions.</p> <p>All (100%) of children will benefit from the development of a maths rich environment within the setting both indoors and outdoors.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p><b>HGIOELC</b> 1.2 2.2 2.3 3.2</p> <p><b>NH&amp;SCS</b> 1.6 1.20 1.30 3.14 4.11 4.25</p>	<p><b>How will an Agile approach to strengthening the 4 capacities support all children?</b> Building on available data (including CfE levels) outline proposed actions to support and challenge all children? How will this reflect the UNCRC (areas within the UNCRC toolkit)? How will this reflect children at the centre?</p> <p>Staff training on the use of progression pathways (including new Beyond Number Pathway) and identification of developmentally appropriate next steps in learning to be used within observations and planning.</p> <p>Delivery of numeracy/maths improvement programme to practitioners.</p> <p>Aims:</p> <ol style="list-style-type: none"> <li>To develop pedagogical practice linked to numeracy and mathematical development.</li> <li>To develop capacity and confidence within the staff teams to plan effectively for development of children's mathematical understanding</li> <li>To develop capacity and confidence within the staff team to accurately assess children's learning and plan for next steps within numeracy and maths.</li> <li>To enhance moderation practices within and across ELC teams.</li> <li>To support ongoing development of distributive leadership roles and to foster culture of collective responsibility within staff teams.</li> </ol> <p>Monthly cyclical process Audit→identification of focus area→training→planning→implementation→evaluation</p> <p>Implementation:</p>	<p>Sep 23</p> <p>Jun 24</p>	<p>Questionnaires results will show that almost all EYPs have increased their knowledge, understanding and confidence in the implementation of a range of pedagogical approaches to support children's mathematical development across key skills identified in ELC tracker.</p> <p>Numeracy and maths audits will show sustained improvement in 'learning across a range of mathematical concepts.</p> <p>LJ monitoring will show increased consistency in the number and quality of numeracy and maths observations recorded in children's Learning Journals.</p> <p>Most preschool children will score green or * on the ELC tracker in relation to numeracy and maths statements 1,3,4,7,9 and 10.</p>



		<ul style="list-style-type: none"> <li>• Refresher session for all staff on how progression pathways and how this can be linked to children's experiences e.g. importance of linking a count to a number line.</li> <li>• Numeracy and maths audit of experiences, spaces and interactions</li> <li>• Identification of single development area linked to an aspect of the ELC tracker e.g. counting forwards and backwards, use of ten frames etc.</li> <li>• 1 EYP from each setting to take responsibility for leading the planning and quality assurance of each 'focus' area. Working collaboratively between LNS and IEYC to share practice and engage in professional dialogue.</li> <li>• Lead EYPs then feedback to staff team on the impact of intervention (e.g. LJ observations, children's engagement in experiences, changes to interactions etc.).</li> </ul> <p>Develop Sway as project progresses throughout session to be used as future training resource.</p> <p>Collegiate time allocated to develop consistency across the staff team in relation to the quality, quantity and impact of observations of learning, for all children.</p>	<p>Jun 24</p> <p>Dec 23</p>	<p>Planning documentation will evidence the recording and implementation of specific and detailed strategies/experiences to support children's breadth and depth of learning within numeracy/maths.</p>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>All (100%) of identified children will increase their confidence in interacting with adults, leading to improvement in oral literacy.</p> <p>All (100%) of identified children will improve their vocabulary scores.</p> <p>Most (80%) identified children will improve their attention and listening</p>	<p>HGIOELC 2.2 2.3 2.4 3.1 3.2</p> <p>NH&amp;SCS 1.6 4.11 3.1 1.13 1.19 1.20</p>	<p>All schools 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>EYO will take lead role in ensuring the delivery and evaluation of literacy improvement programme (previously introduced by EEL) continues to be implemented within playroom. Incorporate this within ELC team distributive leadership roles. Continued focus on vocabulary development and phonological awareness. Monitored by ELCASM.</p> <p>Identification of children lacking confidence or presenting with poor oral language skills through playroom observation, Leuven Scale observations and Renfrew Vocabulary Test scores. Focused daily adult-child interaction for identified children. Activities based on children's own interests and preferred learning styles, incorporated naturally into child-initiated play where possible.</p>	<p>Jun 24</p> <p>Jun 24</p>	<p>ELC planning documentation, distributive leadership plans and monitoring records will evidence the ongoing planning, implementation and evaluation of rich literacy experiences having a positive impact on children's learning and development.</p> <p>All (100%) of identified children will increase their Renfrew vocabulary score.</p>



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<p>listening skills within small group activities.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>		<p>Restructuring of nursery session to take account of 'change of 'pace' in order to provide regular and consistent opportunities for development of attention and listening programme led by key workers.</p> <p>PSW to offer small group turn-taking games (skills - attention and listening, conversational patterns etc.) and programme of NYCOS singing games twice per week.</p>	<p>Oct 23</p> <p>Jun 24</p>	<p>Assessment data will show that the majority (70%) of children will increase their understanding of rhyme.</p> <p>All (100%) of target children will increase their listening and attention within a small group context.</p> <p>Most (80%) target children will be able to join in a large group story by the end of the session.</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>All children will be supported to develop positive dispositions to learning.</p> <p>Practitioners will support the development of employability skills within ELC workforce</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out.</p> <p>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 delivery of 1140.</p>	<p>HGIOELC 1.2 2.7 3.3</p> <p>NH&amp;SCS 1.31 2.27 4.3</p>	<p><b>How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum?</b></p> <p>COURAGE/RELEVANCE/RELATIONSHIPS/VALUES</p> <p>STEM IDL OUTDOOR LEARNING PLAY 1+2 LANGUAGES SKILLS</p> <p>UNCRC (areas within the UNCRC toolkit)? Learners at the centre Family and Community Links</p> <p>Development of Playing and Learning Together Group in response to parental feedback. Monthly parent-child sessions within playroom with take home resources. Focus on literacy and Numeracy through stories.</p> <p>Curriculum workshops for parents/carers on key aspects literacy and numeracy through play. Topics identified through parental consultation.</p> <p>Interactive sessions for parents/carers and children of 2 year olds on schematic play, messy play, book sharing etc. run by 2s practitioner. Development of Sways to support this.</p> <p>Continue to provide support and mentoring EYO/of a consistently high quality to HNC and BA Childhood Practice students. Training from ELCASM to support this for new staff or those returning to role after a break.</p>	<p>Jun 24</p> <p>Jun 24</p> <p>Jun 24</p> <p>Jun 24</p>	<p>Parent/carer evaluations will show positive impact of Playing and Learning Together sessions.</p> <p>The number of parents attending Playing and Learning sessions will be sustained or increased across the session.</p> <p>Parent/carer evaluations of curriculum workshops will show positive impact.</p> <p>Exit surveys will show that students feel well supported in their placement by mentors and the wider staff team.</p>



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