

**Inveralmond Early Years Centre**

**ACTION PLAN**

**TO SUPPORT DELIVERY OF SIP**

**2024/25**

**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.

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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| **Anywhere School - 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:**  X state priority  (**Placing the human rights and needs of every child and young person at the centre of education)** |  | How will an Agile approach to strengthening the 4 capacities support all learners?  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?   * Consistently implement the use of Zones of Regulation. * Continue to embed wellbeing check-in linked to Zones of Regulation to reinforce the use of shared language when supporting self and co-regulation * Regular analysis of tracker data to monitor and inform consultative planning to support the well-being of all learners * ELC staff will become familiar with the UNCRC Rights of the Child Toolkit. Knowledge of the principles of the CRC will be developed through professional reading and group discussion * Continue to develop robust practitioner distributed leadership action plan to lead the rollout of approaches ……. * Children’s skills sessions planned around the development of emotional literacy –one session per week to focus on HWB * Parental engagement – workshops supported by the 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 the nursery. |  | * How will you baseline where you are in order to measure next steps and impact?(Refer to ELC Tracker) |
| **Raising attainment for all, particularly in literacy and numeracy(universal):**  X state priority  (**Placing the human rights and needs of every child and young person at the centre of education)** |  | How will an Agile approach to strengthening the 4 capacities support all children?  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?   * Staff CLPL on using WL progression pathways to plan and assess quality learning experiences, providing opportunities for learner agency. Develop shared understanding of a ‘quality learning experience’ * Ensure consistent use of the Renfrew Language Scale to inform assessment of progress in language development * Moderation oppurtunities should be created regarding tracker statements to ensure professional judgments are reliable and consistent. * Establish consistency in formal planning. Ensure planning wall demonstrates breadth, depth and coverage of Experiences and Outcomes. |  | * How will you baseline where you are in order to measure next steps and impact? (Refer to ELC Tracker) |
| **Tackling the attainment gap between the most and least advantaged children (targeted):**  X state priority  (**Placing the human rights and needs of every child and young person at the centre of education)** |  | 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.   * EYO will continue to take the 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 * 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. |  | Documented in PEF Plan |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**  X state priority  (**Placing the human rights and needs of every child and young person at the centre of education)**  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 delivery of 1140. |  | How will you ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum?  COURAGE/RELEVANCE/RELATIONSHIPS/VALUES  STEM  IDL  OUTDOOR LEARNING  PLAY  1+2 LANGUAGES  SKILLS  UNCRC (areas within the UNCRC toolkit)?  Learners at the centre  Family and Community Links   * Engage with UNCRC Toolkit to capture evidence of progress in embedding children’s rights (UNCRC Audit Tool – Section 1) |  | * How will you baseline where you are in order to measure next steps and impact? (Refer to ELC Tracker) |