

ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2025 / 2026



Courage

Relationships

Relevance

Values

Vision, Values and Aims



Nursery Values

"At St Mary's Nursery Class we play, learn, care and share"

Nursery Aims

"At St Mary's Nursery Class we have a holistic approach where children are at the heart of decision making. Our aim is to provide a safe, happy, caring and nurturing environment where everyone feels valued, included and respected. Every child will be encouraged to achieve their full potential as staff empower children by recognising and celebrating successes and achievements."

Staff will deliver a service of the highest standards that will develop and improve each child's learning, ensuring that our setting is guided in accordance with the latest standards for care and education.

We have developed a setting that feels like home, providing an extended family environment. We value partnerships with parents and carers to ensure consistency for all children. We promote effective partnership working with the primary school, outside agencies and wider community as we grow and learn together."



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Our curriculum rationale for ELC is currently being developed by all stakeholders. It takes account of the most recent national and local guidance and reflects the local authority commitment to agile Learning approaches, prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. This image below captures our curriculum journey so far.



Anywhere -ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC, QFDCCSA*, CNH&SCS,	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: All children to be nurtured and supported and to feel safe and secure in their daily nursery experience	HGIOELC 2.1, 3.1, 3.2, 1.3, 2.5 QFDCCSA 1.1, 1.2, 2.2 CNH&SCS 1.29, 1.33, 1.35, 1.37, 2.11, 2.26, 4.8	<input type="checkbox"/> Embed the <i>Colour Monster</i> approach across the setting, enabling children to identify and articulate their feelings while developing positive strategies to regulate emotions and behaviours. <input type="checkbox"/> Strengthen rights-based practice by explicitly linking the <i>United Nations Convention on the Rights of the Child (UNCRC)</i> with the <i>Health and Wellbeing (HWB)</i> indicators. Embed into daily practice and proactively communicate to parents and carers to deepen shared understanding and engagement. <input type="checkbox"/> Implement the revised <i>Setting the Table</i> guidance to ensure that nutritional provision within the setting aligns with national expectations, offering at least 70% of children's daily nutritional intake and promoting healthy eating habits from an early age. <input type="checkbox"/> Review and refresh the setting's vision, values, and aims to ensure they are aspirational, inclusive, and reflective of the diverse backgrounds, identities, and experiences of our nursery community. This process will involve consultation with children, families, and staff to ensure shared ownership. <input type="checkbox"/> Introduce <i>the Playbox</i> and TAC PAC initiatives to enhance communication, interaction, and engagement for children with Additional Support Needs (ASNs), promoting inclusive practice and responsive pedagogy.		<input type="checkbox"/> Utilise WLC Early Level Progression Trackers to monitor children's progress in key wellbeing and communication outcomes. <ul style="list-style-type: none"> • <i>Example: "I understand the expectations of behaviour and can follow rules"</i> — baseline 23.8% red, June 2026 0% red and 90% green. • <i>Example: "I can confidently express my needs and ask for help when needed"</i> — reduce from 15% red to 0% red and increase to 90% green. <input type="checkbox"/> Analyse parental feedback through the Rights Respecting School (RRS) Gold Accreditation survey to evaluate the extent to which children's rights are embedded in practice and understood by families. <input type="checkbox"/> Record uptake of meals and actively seek children's views on food provision. <input type="checkbox"/> Evaluate the impact of the setting's vision, values, and aims (VVA) by gathering feedback from staff, children, and families. Use focus groups, visual tools, and consultative planning processes to assess how well the VVA is understood, lived, and reflected in day-to-day practice. <input type="checkbox"/> Monitor and evaluate the implementation of Playbox and TAC PAC interventions to assess their impact on engagement, communication, and social interaction for children with Additional Support Needs. Use observational data, child progress tracking, and feedback from staff and families



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All children to achieve their full potential in numeracy and literacy</p>	<p>HGIOELC 2.2, 2.3, 2.4, 3.2</p> <p>QFDCCSA 1.3, 2.2, 3.1, 4.1</p> <p>CNH&SCS 1.27, 2.27</p>	<p><input type="checkbox"/> Improve achievement in numeracy and mathematics through targeted focus on <i>subitising</i> and <i>early number recognition</i>, using number sacks at small group time.</p> <p><input type="checkbox"/> Implement the Helen Stringer 22314 syllable awareness strategy to support phonological development and build foundations for early reading and writing.</p> <p><input type="checkbox"/> Work collaboratively with families to promote meaningful parent-child interactions and extend vocabulary in home and nursery setting by introducing a range of playful, language-rich strategies, e.g. "<i>Nursery Rhyme of the Week</i>", "<i>Wow Words</i>" linked to each consultative planning cycle, and number rhymes and songs.</p>	<p><input type="checkbox"/> Subitising: Baseline data shows 81% of learners at red and 19% amber. Reduce to 10% red, and increase to majority at amber or green.</p> <p>Baseline: Reading Numerals: 65.38% red and 26.92% amber</p> <p>Improve to: most children working towards or achieving expected levels.</p> <p><input type="checkbox"/> Syllables Baseline: 88.46% red and 11.54% amber Improve to almost all children working towards or achieving expectations.</p> <p>Rhyming: 76.92% red and 19.23% amber (3.7% green) Improve to almost all children now working towards or achieving expected</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>To ensure equity of experience</p>	<p>HGIOELC 2.3, 2.2, 3.2</p> <p>QFDCCSA 1.4</p> <p>CNH&SCS 4.2</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>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All children to experience a variety of learning experiences which develop skills for learning and life within and outwith the nursery environment</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out.</p>	<p>HGIOELC 3.1, 3.3, 2.5, 2.6, 2.7</p> <p>QFDCCSA 1.4, 3.2, 1.3, 4.1</p> <p>CNH&SCS 1.1, 1.1, 1.32, 2.22, 3.25</p>	<p><input type="checkbox"/> Create intentional opportunities for children and families to share their traditions, languages, and cultural practices.</p> <p><input type="checkbox"/> Enhance digital learning experiences by embedding the use of digital technologies consistently across all areas of the nursery. Practitioners to support development of children's digital literacy skills through planned, purposeful experiences</p> <p><input type="checkbox"/> Strengthen intergenerational and community connections through continued partnership with <i>Meadowvale Care Home</i> and the <i>local library</i> to</p>	<p><input type="checkbox"/> Parents / carers lead sessions in nursery about cultures / traditions</p> <p><input type="checkbox"/> Environmental audit to provide clear evidence of increased access to, and purposeful use of, digital technology across the nursery environment. Evidence: observations, planning records, practitioner reflections</p> <p><input type="checkbox"/> Gather qualitative data—including child voice and staff observations—to assess children's increasing</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>develop empathy, communication, and an understanding of their wider world.</p> <p><input type="checkbox"/> Work collaboratively with Primary 1 staff to develop shared understanding of high-quality play pedagogy across the early level. Joint planning and shared professional learning to improve continuity and progression, enhancing the transition experience for children and families.</p> <p><input type="checkbox"/> Undertake strategic review of distributed leadership roles to identify strengths and areas for development, informing next steps</p>		<p>confidence, skills, and enjoyment in using digital technologies.</p> <p><input type="checkbox"/> Assess the value of community links (e.g. with Meadowvale Care Home, local library) through:</p> <ul style="list-style-type: none"> • Child voice and photographic evidence of engagement • Feedback from community partners • Inclusion of these experiences in Learning Journals / Floorbooks <p><input type="checkbox"/> All children experience a range of rich, challenging experiences and opportunities for play from nursery – P1 – evidenced in planning and children's views</p>
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*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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