St. Mary's Bathgate Nursery Class

ACTION PLAN
TO SUPPORT THE DELIVERY OF SIP

2026 / 2027

Vision, Values and Aims

Our vision is for every child to feel safe, valued and included and to grow as a confident, curious and capable learner. Through nurturing relationships, high-quality play and strong partnerships with families, we support every child to thrive in our nursery and within our community.

Our Values

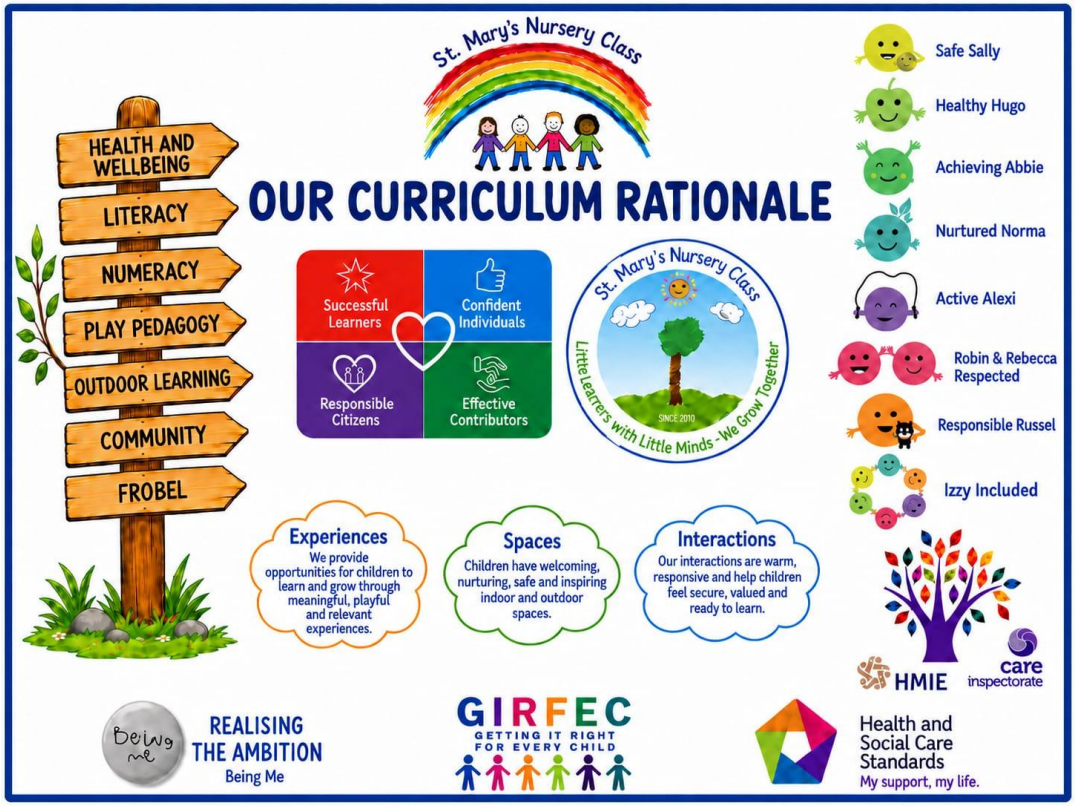
- **We are kind**
- **We are safe**
- **We include everyone**

Our Aims

- **Nurture every child** through warm, caring and responsive relationships.
- **Provide high-quality play and learning** that develops curiosity, creativity, confidence and independence.
- **Know and value every child as an individual**, ensuring they are included, supported and appropriately challenged.
- **Promote wellbeing, respect and belonging**, helping children develop positive relationships with others.
- **Work in partnership with families and our community** to support every child to learn, develop and thrive.

ELC Curriculum Rationale

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.



St. Mary's Bathgate Nursery Class -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: By March 2027, all practitioners will strengthen their practice in supporting and understanding children's self-regulation through professional learning and reflective practice, with all practitioners demonstrating improved understanding and application in practice, evidenced through observations, self-evaluation, and professional dialogue. **(Placing the human rights and needs of every child and young person at the centre of education)**	Wellbeing, inclusion and equality Nurturing care and support Leadership of continuous improvement 1.19 2.27 3.13	• Develop and establish SMART targets for children who are not on track, based on WLC Tracker Data, using the use of the 'Up, Up and Away' document, Progression Pathways and Milestones to support both universal and individual targets • Support families to establish routines for 'drop off time' at nursery, ensuring that all children can attend for their full allocation of time and equality for all • Use proven approaches and activities consistently throughout the nursery to help children learn how to manage their emotions and self-regulate, e.g. mindfulness, song signifiers and Colour Monster • Continue to embed our daily wellbeing check in to support children to express their emotions and enable staff to identify and respond to individual needs	September 2026- June 2027 August 2026, January 2027 September 2026 onwards September 2026 onwards	SMART targets set in September, to be reviewed every 4-6 weeks, show progress for pre-school children, narrowing the attainment gaps in the ELC Trackers Improved timekeeping and routines for children ensure every child can make use of their nursery time allowance. supported by partnerships Observation of practice will show that all practitioners can demonstrate the consistent use of strategies such a Positive Response Plan (PRP) and Personal Plan (PP) strategies to support children's needs and self-regulation. Data and observations demonstrate a reduction in incidents of dysregulation and an increase in children's ability to express and manage their emotions, reflected in tracker data.

Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): By March 2027, all practitioners in the setting will improve the quality of their interactions with children specifically consistently engaging in back-and-forth conversations and episodes of sustained shared thinking. **(Placing the human rights and needs of every child and young person at the centre of education)**	Learning, teaching and assessment Children experience high-quality spaces Curriculum Children's progress 1.32 1.9 1.10	• Enhance literacy opportunities using our local library, supporting families to join the library with their child • Plan and deliver appropriate literacy and numeracy experiences, linked to identified tracker statements, ensuring differentiation for all levels of learning • Ongoing monitoring and self-evaluation using WLC literacy and numeracy audit tools to ensure a responsive and continuously improving approach to learning • Further develop a consistent, inclusive literacy approach that promotes children's communication, language and early literacy skills through play .	October 2026 September 2026 Ongoing Ongoing	Increased family engagement with the local library and evidence of greater participation in reading and literacy activities at home and nursery evidenced in Seesaw An increase in the number of children on track in the ELC literacy and numeracy tracker statements Self-evaluation evidence demonstrates continuous improvement in literacy and numeracy outcomes for children Children demonstrate increased confidence, engagement and progress in communication, language and early literacy skills, evident in tracker data, floorbooks and consultative planning
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): By April 2027, the ELC setting will strengthen the home learning environment by implementing a structured parent/carer engagement programme (including workshops, stay-and-play sessions, and guidance on reading stories and quality interactions and increasing the number of books accessible at home) resulting increased parental participation and providing targeted support for families affected by poverty. **(Placing the human rights and needs of every child and young person at the centre of education)**	Nurturing care and support Wellbeing, inclusion and equality Playing learning and developing 1.27 2.22	• EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event and relevant CLPL related to strengthening the home learning environment and support practitioner confidence and knowledge to improve practice in this area. • Ensure equity for all using the Data Analysis to identify children and families requiring additional support • Design and deliver a parent/carer engagement programme and plan a calendar of workshops, stay-and-play sessions, and family learning events where staff can share simple strategies, e.g. talking, questioning, storytelling • Model effective interactions during stay-and-play sessions by providing the option of skills sessions for parents/carers to participate	August 2026 ongoing September 2026 ongoing August 2026 September 2026 onwards	Pre, during and post professional learning self-evaluations evidence improving practitioner confidence/knowledge ratings re. strengthening the home learning environment and their abilities as a leader to improve practice in this area Increased parental engagement in ELC activities and Seesaw through monitoring of attendance at workshops and engagement with Seesaw All staff will show increased confidence and knowledge to strengthen home learning opportunities for all and an improved awareness of families possibly living in hidden poverty and how to support Pre, during and post parent/carer feedback re. the number of stories read at home

		• Promote reading at home with links to the local library, expand book lending schemes and reading packs and provide guidance re. sharing stories and establishing daily reading routines to support learning beyond the setting • Promote Speech and Language Therapy (SaLT) and other health professionals by inviting them along to family learning workshops and stay and play sessions	September 2026 – June 2027 September 2026- ongoing	Pre, during and post parent/carer feedback re. their confidence/knowledge to support their child's learning at home. Gather parent voice to shape provision and monitor and review impact By tracking attendance at events and engagement levels we can then provide targeted support for families ensuring that engagement is increased
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** **(Placing the human rights and needs of every child and young person at the centre of education)**	Curriculum Leadership and management of staff and resources 5.17 5.21	• Staff to participate in Network Clusters provided by the early years team, focused on pedagogy and curriculum making • Staff to continue to develop their knowledge and understanding of the Curriculum Improve Cycle through CLPL opportunities provided. • Engage in professional enquiry focused on inclusive and impactful pedagogy • Strengthen links between Nursery and P1 by developing shared approaches to inclusive interactions and environments across early level	August 2026 onwards September 2026 ongoing August 2026 ongoing January 2027 - June 2027	Observations and quality assurance practices will show more inclusive impactful pedagogy CLPL opportunities will provide staff with the knowledge to deliver learning opportunities with an understanding of the CIC, evidenced through staff evaluations Increased staff confidence in providing a rich learning environment, aligned with the CIC

★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare

★ HSCS - Health and Social Care Standards

Baseline measures will be established during Term 1 through analysis of tracker data, observations, attendance information, wellbeing assessments and parental engagement data. Success measures will be refined accordingly.