

St Mary's Nursery Class ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Courage

Relationships

Relevance

Values

Vision, Values and Aims



“At St Mary’s Nursery Class we play, learn, care and share”

“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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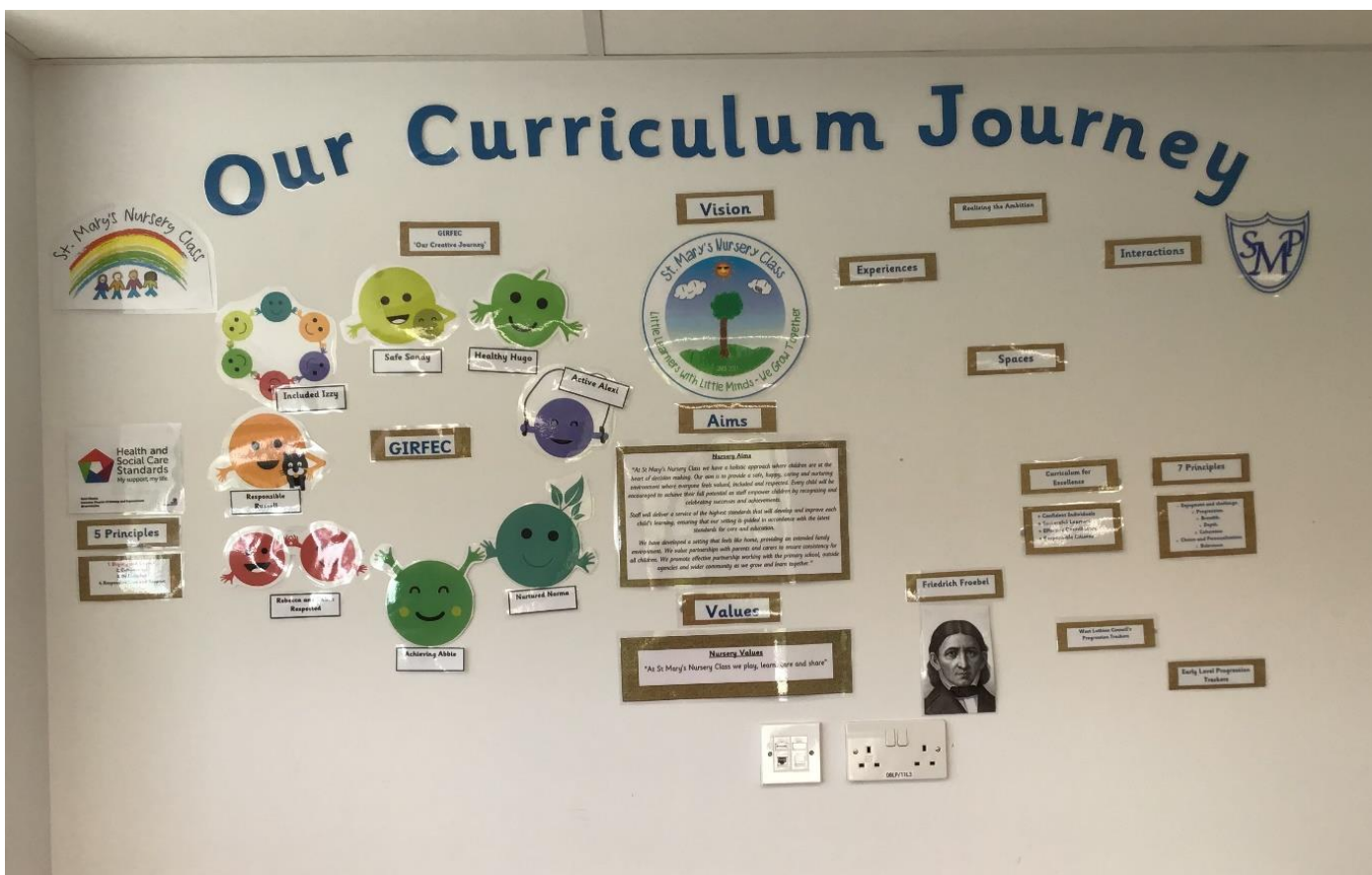
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ELC Curriculum Rationale

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.



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St Mary's Nursery Class -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
<p>Improvement in all children and young people's wellbeing:</p> <p>All children to be nurtured and supported and to feel safe and secure in their daily nursery experience</p>	<p>HGIOELC QI 3.1 QI 2.1 QI 2.5</p> <p>H&SC 1.38 1.23 2.17</p> <p>QFDCCSAC QI 1.1</p>	<p>*Link UNCRC with HWB indicators, embedding these together</p> <p>*Continue to monitor, review and improve drop off / pick up routines to strengthen positive relationships / partnerships and communication</p> <p>*Promote healthy eating in packed lunches from home / encourage all to try nursery lunches – 'Setting the Table' guidance</p> <p>*Focus for Family Learning sessions – food prep with children</p> <p>*Continue to use Personal Plans to record individual strategies, taking cognisance of parental contributions and advice from partner agencies</p>	<p>Ongoing Aug 24</p> <p>Starting Aug 24</p> <p>Ongoing Aug 24</p> <p>Ongoing Aug 24</p>	<p>*Parent feedback: -Do parents understand links between GIRFEC and children's rights? -Drop off / pick up routines</p> <p>*Reduction in packed lunches and increase in healthy options</p> <p>*Monitoring of strategies in Personal Plans evidence positive impact on children's progress and reviewed regularly with parents / carers</p> <p>*Next steps identified in Personal Plans actioned in timely manner by all staff</p>
<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 QI 2.3 QI 2.2 QI 3.2</p> <p>H&SC 1.25 4.11</p> <p>QFDCCSAC QI 2.1 QI 3.1</p>	<p>*Continue to develop and enrich the indoor and outdoor environments, to strengthen opportunities for language, literacy, numeracy and mathematical learning through distributed leadership roles and review of EYO remits</p> <p>*Ensure planning approach is being used effectively to meet children's learning needs</p> <p>*Continue to develop knowledge of WL Progression Pathways and use these to inform planning, assessment and next steps in learning</p> <p>*Further develop processes to track and monitor children's progress through E&E meetings. This will ensure all children are appropriately supported and challenged in their learning and developmental and learning needs are met</p> <p>*Continue to increase and improve the quality and frequency of assessment information and provide appropriate and challenging next steps in learning for all children</p> <p>*Progression Pathways to be used consistently to discuss and moderate practitioners' judgements to ensure progress in children's learning.</p> <p>*Increase attainment in literacy and numeracy / maths through focused learning activities developed by curriculum leads</p>	<p>Ongoing Aug 24- June 25</p> <p>Starting Sept 24</p> <p>Ongoing from aug24-june25</p>	<p>*QA evidences that children's learning journals are regularly updated with high quality observations and appropriate next steps to support continuity and progress in learning</p> <p>*Observations on trackers are clearly linked to planning</p> <p>*Improved attainment in all areas evidenced in regular E&E meetings with SLT</p> <p>*I can listen and ID words that rhyme – increase from 56% to 70%</p> <p>*I can ID and tap out syllables in words – increase from 56% to 70%</p> <p>*I can talk about properties of 2D and 3D shapes in the world around me – increase from 29% to 50%</p> <p>*I can recognise (subitise) a small amount of objects without counting – increase from 56% to 70%</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Ensure every child has the same opportunity to succeed, no matter their</p>	<p>HGIOELC QI 2.4 QI 2.5 QI 2.7</p> <p>H&SC 4.2</p> <p>QFDCCSAC QI 1.4</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>Ongoing Aug 24- June25</p>	<p>Documented in PEF Plan</p>



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background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap				
<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>HGIOELC</p> <p>QI 2.2 QI 2.7</p> <p>H&SC 5.23 2.27</p> <p>QFDCCSAC QI 1.4 QI 2.2</p>	<p>*Continue to develop the use of digital technologies to support learning across the curriculum and to encourage parental engagement</p> <p>*Increase use of digital technologies, e.g. QR codes, to seek views of parents / carers to inform change and improvement</p> <p>*Re-visit research about 'schemas' and schematic play</p> <p>*Continue to audit play areas to ensure materials meet the needs of all to support high quality play and increase resources to benefit children's development</p> <p>*Continue to develop community links with Meadowvale Care Home and the library</p> <p>*Increase children's knowledge of different roles in society, cultures, celebrations and events by increasing parental engagement in the nursery, e.g. parents leading activities / involved in planning</p>	<p>Ongoing Aug 24</p> <p>Ongoing Aug 24</p> <p>Ongoing Aug 24- June 25</p> <p>Starting Aug 24</p>	<p>*Increased parental engagement in learner journals</p> <p>*Increased parental feedback making positive impacts on nursery life</p> <p>*Evidence of schematic play in consultative planning and 2 year olds included in the plans</p> <p>*Children's views evidence improved resources leading to better play and learning experiences</p> <p>*Evidence of more diversity and parental involvement in planning</p>

*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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