

**St Ninian's ELC
ACTION PLAN TO DELIVER SIP**

2021 / 2022

St Ninian's Nursery Class - Our Curriculum Framework

Our Vision

Where adventure, nurture and learning go hand in hand.



Our Aims

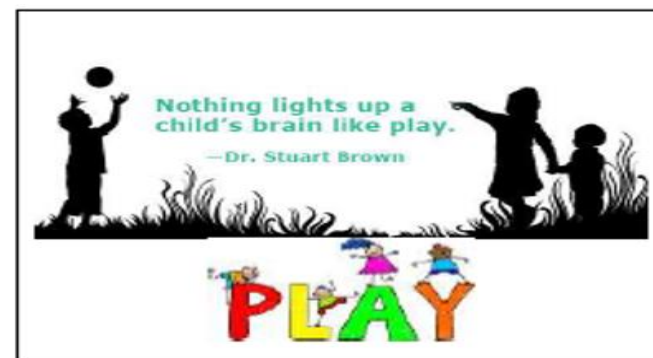
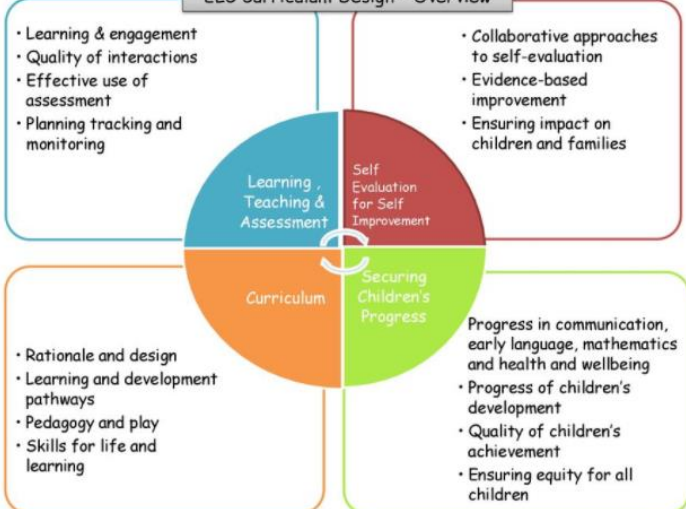
- To work together as a team to inspire change in our nursery by being creative, innovative and building on our individual strengths.
- To offer our children rich and exciting play opportunities, indoors and outdoors, by embedding Froebelian principles in our practice.
- To promote wellbeing and positive relationships to ensure the best outcomes for children and families.

Our Values

Friendship Kindness
Love Happiness



ELC Curriculum Design - Overview



St Ninian's ELC Setting - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOELC QIs H&SCS	Proposed Actions <i>(note any external supports e.g. Cluster, authority, RIC etc.)</i>	By	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>To foster listening and attention, oral language, phonological awareness skills and vocabulary of children working at CfE Early Level.</p> <p>To offer a numeracy rich environment for all learners to allow them to develop their understanding of numbers and mathematical concepts.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	QI 1.1 QI 1.2 QI 1.3 QI 1.5 QI 2.2 QI 2.3 QI 2.5 QI 2.6 QI 2.7 QI 3.2 H&SCS 3.14 H&SCS 4.7 H&SCS 4.8 H&SCS 4.19 H&SCS 4.25 H&SCS 1.6 H&SCS 1.30 H&SCS 2.27	<p>Use Wordboost Screener with pre-school learners as a baseline and then again at end of session before transition to P1</p> <p>Weekly Wordboost activities with learners and families</p> <p>Staff to attend WLC Pre-Requisite Oral Language Skills for Early Years CLPL sessions</p> <p>Embed strategies from Teaching Children to Listen</p> <p>Provide support for families with literacy home learning activities through weekly SWAY, BookBug bags and Big Bedtime Read</p> <p>Promote numeracy and maths across all activities indoors and outdoors</p> <p>Purchase new resources to support the introduction of the 'Maths through Story' approach</p> <p>Support families with home learning activities through weekly SWAY and Maths family learning sacks to increase confidence and positive attitudes to numeracy in early years</p> <p>Staff to work collegiately with other stakeholders to refresh our curriculum rationale</p>	Carol-Aug/June 22 All-June 22 All-Sep-March 22 Rachel (SALT) All-Dec 21 EYO/EYP - June 22 All-June 22 EYO/Julia-Dec 21 EYO/Julia-June 22 All-Sep-March 2022	<p>Baseline and end of year Wordboost Screeners</p> <p>Staff evaluations after attendance at WLC Pre-Requisite Oral Language Skills for Early Years CLPL</p> <p>85% of pre-school children will be amber or green on ELC trackers against key aspects of literacy</p> <p>80% of parents will report increased confidence in supporting literacy at home.</p> <p>85% of pre-school children will be amber or green on ELC trackers against key aspects of numeracy.</p> <p>80% of parents will report increased confidence in supporting numeracy at home.</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>To promote healthy, social and emotional development of all learners through positive, supportive relationships.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	QI 1.1 QI1.3 QI 1.4 QI 2.1 QI 2.4 QI 2.6 QI 2.7 QI 3.1 H&SCS 3.15 H&SCS 3.19 H&SCS 4.6 H&SCS 4.8 H&SCS 4.25 H&SCS 1.6 H&SCS 3.7 H&SCS 3.19 H&SCS 4.11 H&SCS 1.2 H&SCS 1.19 H&SCS 1.20 H&SCS 1.23	<p>All learners supported in a daily Wellbeing Check In and staff develop ways to support learners to express, understand and respond to their feelings.</p> <p>Refresh positive relationships charter with all stakeholders.</p> <p>Monthly GIRFEC indicator focus with learners</p> <p>Staff to use visuals to prompt and support behaviour (Boardmaker)</p>	All-June 22 EYO-Dec 21 All-June 22 All-June 22	<p>All children are supported to talk about feelings and the wellbeing indicators, relating them to their own lives and experiences. Wellbeing Check-In's established across the ELC.</p> <p>All children show consideration for others supported by consistent positive relationships.</p> <p>Termly GIRFEC meetings with all ELC staff, SFL teacher and SLT.</p> <p>All staff are using 'visible consistency, visible kindness' pedagogy</p> <p>HGIOELCC self – evaluation exercises</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To further develop use of digital tools and resources for children to enhance their learning experiences and develop digital skills.</p> <p>To extend learning opportunities in the outdoors environment making links with local businesses/organisations for support.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	QI 3.3 QI 1.3 QI 2.1 H&SCS 4.27 H&SCS 3.18 H&SCS 2.27 H&SCS 3.13 H&SCS 1.25 H&SCS 1.32 H&SCS 5.21	<p>Staff to use new Activ Promethean Panel with all learners for different purposes, eg. use of in built apps, literacy/numeracy activities, drawing tools, etc.</p> <p>A technology area to be created in the nursery environment with a range of resources/activities.</p> <p>Staff to complete Outdoor Learning Audit Tool</p> <p>Outdoor learning action plan to be created and next steps to be addressed.</p> <p>Outdoor hut to be developed into a safe, quiet space for learners</p> <p>Develop opportunities for growing, planting with learners</p>	All-June 22 Scott-Dec 21 All-Sep 21 All-Sep-Jun 22 Ashley Jolan-April 2022	<p>Digital technologies become part of everyday learning and play – in terms of skills acquisition and accessing learning.</p> <p>Staff observations show children engaging in technology activities- evidence in online journals/SWAY</p> <p>Audit tool results, Pupil voice, Learning observations</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>To develop positive relationships within the PEEP programme</p>	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	QI 1.4 QI1.5 H&SCS 1.29 H&SCS 3.14 H&SCS4.2 H&SCS	<p>A staff member to attend PEEP training</p> <p>PEEP sessions to resume to provide family support and promote positive relationships between child/parent</p>	Ashley- Oct 21 Ashley – Nov/Dec 21	<p>PEEP attendance, parent evaluations at end of each block</p>