

ST NINIAN'S ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2022 / 2023



Our Vision

Where adventure, nurture and learning go hand in hand.

Our Values

Friendship Kindness
Love Happiness

Learning across the 4 contexts at St Ninian's ELC

Opportunities for Personal Achievement

- Children leading learning – pupil voice, pupil choice – evidenced in responsive & consultative planners, floorbooks, learning wall, online journals
- Risk taking through play, children often involved in creating child friendly risk assessments
- Our achievements wall display used to showcase individual success at school or home
- Opportunities for home learning through online journals, Word Boost, etc.
- Talents, skills, creations

Interdisciplinary learning

- A rich and stimulating learning environment, both indoors and outdoors
- Making connections in learning
- Weekly Welly Wednesday walks in the local community and regular fire pit sessions
- Responsive planners taking account of current interests and learning needs
- Partnership working-NYOS, Star Harmonies, Forest Schools

- Our shared values of friendship, happiness, kindness and love are at the heart of all we do
- Positive relationships charter
- Children make regular visits to the school, eg. taking the register to the office, Together Time, PE in the gym hall, lunchtime in the dining hall
- Positive transitions between nursery and school that focus on the 5 'C's'-child centred, consistency, collaboration, culture and communications

Ethos and life of the school as a community

- Children develop the 4 capacities through their learning experiences and play
- Staff plan and track coverage using the WLC Early level pathways and assess progress in literacy, numeracy and HWB using the WLC ELC Trackers
- Creativity and curiosity are encouraged through the use of provocations

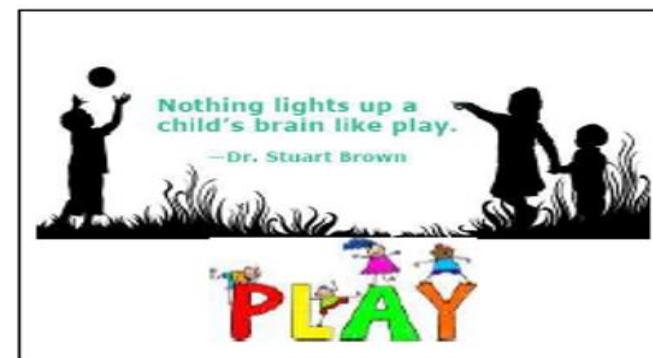
Curriculum areas and subjects



Our Aims

- To promote wellbeing and relationships using our refreshed positive relationships charter.
- To work together as a team to drive change in our nursery building on individual strengths and working in partnership with all stakeholders.
- To offer daily rich, play based experiences for our children which promote challenge and enjoyment.
- To empower children to take leadership in their own learning with practitioners scaffolding and facilitating to allow all children to reach their full potential.

“Children are like tiny flowers: They are varied and need care, but each is beautiful alone and glorious when seen in the community of peers.” Friedrich Frobel



Courage

Relationships

Relevance

Values

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/>

St Ninian's 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
<p>Improvement in all children and young people's wellbeing:</p> <p>Support learners to realise their individual rights and understand their emotions.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>3.1 2.1 2.4 2.6 1.1 1.3 1.2 1.29 3.5</p>	<p>Further increase children's engagement with the wellbeing indicators and UNCRC through the introduction of SHANARRI characters and a new GIRFEC display.</p> <p>Embed recently refreshed positive relationships charter with all staff and learners and create a child friendly visual display.</p> <p>Continue daily wellbeing check ins looking at new ways to approach this, eg. Digital check in on promethean board, use of wellbeing characters, Together Time.</p> <p>Introduce Feelgood Friday/Motivational Monday for staff and learners.</p> <p>Create a quiet, calm indoor sensory space for learners linked to the Zones of Regulation to support emotional wellbeing.</p>	<p>Aug-June 2023 Ongoing Ongoing Oct-June 2023 Aug-Oct 2022</p>	<p>Most children will be able to discuss aspects of the wellbeing indicators and show a deep understanding of what these mean to them within ELC and at home.</p> <p>80% of learners on our WLC HWB Tracker will be able to confidently express their feelings and cope with new situations by the end of their pre school year.</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Develop learners' early literacy and numeracy skills through our high quality interactions, refreshed spaces/resources and indoor/outdoor environment.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>3.2 2.2 2.3 2.5 1.1 1.2 1.3 1.25 1.27 5.21</p>	<p>Provide differentiated experiences for children to support the development of their oral language development with staff using the knowledge gained from the pre-requisite professional learning last session.</p> <p>Introduce a rhyme of the month to help children listen and identify rhyming words.</p> <p>Participate in activities to encourage reading for enjoyment, eg. Book of the Day, Bookbug, World Book Day, reading buddies, bookbags. links with local library.</p> <p>Promote numeracy and maths through the introduction of woodwork for all learners</p> <p>Provide daily experiences, resources and interactions to promote number sense in the indoor and outdoor spaces with a particular focus on subitising.</p> <p>Continue to support learning at home with literacy/numeracy bags, Family learning blog, Stay Play and Learn Sessions and Nursery Natter.</p>	<p>Aug-June 2023 Oct-April 2023 Aug-June 2023 Jan-June 2023 Aug-June 2023 Sep-May 2023</p>	<p>All practitioners will be more confident in using oral literacy skills during 'together' times.</p> <p>Learners vocabulary to be assessed using Renfrew test and scores recorded on WLC Tracker.</p> <p>80% of learners on our WLC Literacy Tracker will be able to listen and identify words that rhyme.</p> <p>Pupil voice gathered at beginning and end of session related to Reading for enjoyment will show an increase in learners enjoying 'reading'.</p> <p>80% of learners on our WLC Numeracy Tracker will be able to recognise (subitise) a small number of objects without counting.</p> <p>Staff observations in online journals will evidence learners' developing literacy/numeracy skills through play.</p> <p>Parental surveys will show an increased confidence in supporting learners at home with literacy/numeracy.</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p>	<p>2.4 1.5</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>X state priority</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>				
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Provide high quality learning experiences indoors and outdoors to develop learners' skills for learning, life and work with a particular focus on STEM.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out.</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>3.3 2.2 2.5 2.7 1.1 1.3 1.3 1.32 2.3 2.27 4.7</p>	<p>Identified member of staff to attend STEM network and provide support to colleagues to identify areas for improvement in our environment.</p> <p>Create opportunities for woodwork for all learners making connections to the world of work and local community.</p> <p>Create a plan for ongoing outdoor learning in the nursery spaces and within the local environment (Welly Wednesday) using knowledge gained from professional learning, eg. Forest Schools, My World Outdoors.</p> <p>Develop the small outdoor side space into a sensory, quiet space to investigate and explore with regular opportunities for learners to gain an understanding of sustainability through planting and growing.</p> <p>Embed UNCRC articles within and across the Early level curriculum, evaluating progress with all stakeholders.</p> <p>To set up opportunities for families to share children's wider achievements and to celebrate these within nursery using aspirational language.</p>	<p>Aug-June 2023</p> <p>Jan-June 2023</p> <p>Aug-June 2023</p> <p>Aug-Oct 2022/Mar-June 2023</p> <p>Oct 2022</p> <p>Oct-June 2023</p>	<p>Pupil voice captured in floorbooks to evidence views about STEM, outdoor learning, UNCRC.</p> <p>Online journals and conversations will show impact on learners as individuals, eg. Learners participating in STEM activities, daily outdoor activities.</p> <p>UNCRC self-evaluation Toolkit completed by staff and learners.</p> <p>Parental voice used to gather ideas for sharing wider achievements.</p>

