

PUSCPS ELC ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Courage

Relationships

Relevance

Values

Our Curriculum Rationale
Making Our Journey brighter together.

Kindness Nurturing Respectful

Being Me

Our Aims

- to provide a safe and happy environment
- to create an environment that promotes learning through curiosity, creativity and play
- to work closely with parents, providers and the wider community.

Our Drivers

- 4 contexts
- Gender equal Play
- 7 principles of design
- 4 capacities
- GIRFEC
- UNCRF
- ZERO TOLERANCE

Froebel's key principles

Fig.1: Friedrich Froebel 1782-1852

- Freedom with guidance
- Unity, connectedness and community
- Engaging with nature
- Learning through self-activity and reflection
- The central importance of play
- Creativity and the power of symbols
- Knowledgeable and nurturing educators

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/>



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PUSCPS - 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>For pupils to be aware of their wellbeing, with timely effective interventions available.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>HGIOELC 3.1, 2.5 QFDCCSA 1.1</p>	<ul style="list-style-type: none"> Fully embed the Wellbeing Indicators, Children's Rights and ELC values into the daily practise of the ELC To promote inclusion within the ELC community and extend through parental engagement sessions To create a pictorial Curriculum rationale consulting all ELC stakeholders To establish sensory garden within the ELC outdoor garden setting To develop an outdoor sensory area to support learners with regulation in the ELC ELC badge and uniform to be developed with the ELC pupils 	<p>December 2024</p> <p>March 2025</p> <p>December 2024 March 2025 March 2025</p> <p>June 2025</p>	<p>Parental questionnaires</p> <p>SeeSaw observations</p> <p>Floorbooks</p> <p>Leadership role interim meetings</p> <p>Wall Displays</p> <p>ELC Trackers</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Learners will experience high quality progressive learning to support the development of listening and talking skills</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>HGIOELC 2.2, 2.3, 2.5, 2.6, 3.2 QFDCCSA 1.3, 1.4, 2.1</p>	<ul style="list-style-type: none"> Extend outdoor areas to provide enriched literacy and numeracy outdoor play experiences. Pupil voice to be embedded into all areas of the ELC and extend children's learning as part of consultative planning and provocations process A programme of opportunities to be developed to offer further Family Learning opportunities in literacy and numeracy experiences. <p>Literacy</p> <ul style="list-style-type: none"> Literacy ambassador to attend regular Literacy CLPL sessions and feedback to the ELC team at weekly meetings Box Clever training to be delivered to all members of the ELC team Support children to talk about their wider achievements Signalong training to be shared with all ELC staff to support the social communication of identified learners Helicopter stories to be embedded into early transition work from ELC to P1 <p>Numeracy</p> <ul style="list-style-type: none"> Numeracy ambassador to attend regular Numeracy CLPL sessions and feedback to the ELC team at weekly meetings Maths sacks to be developed to support pupils and parental engagement Maths through stories to be shared with all ELC staff 	<p>December 2024</p> <p>December 2024</p> <p>December 2024</p> <p>Ongoing</p> <p>March 2025 June 2025 March 2024</p> <p>June 2025</p> <p>Ongoing</p> <p>March 2025 December 2024</p>	<p>Audit Tools</p> <p>ELC Trackers</p> <p>SeeSaw</p> <p>CLPL Feedback</p> <p>Floorbooks</p> <p>Planning</p> <p>Observations</p> <p>Parental Feedback</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p>	<p>HGIOELC 2.4, 3.1, 3.2 QFDCCSA 1.1, 2.1 CNH&SCS</p>	<ul style="list-style-type: none"> Establish a consistent approach in the tracking and monitoring of children with additional support needs Excellence and Equity meetings to be established to focus on attainment and data and review timely targeted interventions 	<p>December 2024</p> <p>December 2024</p> <p>December 2024</p>	<p>Staff meetings</p> <p>Word Boost and Box clever displays</p> <p>SeeSaw</p> <p>CLPL Feedback</p> <p>Floorbooks</p>



<p>To raise attainment of identified children across all learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>1.27</p>	<ul style="list-style-type: none"> • Staff to be trained in sensory circuits and the delivery of this programme to be introduced to support individual learners • Community cloakroom to be developed and to be facilitated by the ELC Equity pupil voice group 	<p>December 2024</p>	<p>Observations Parental Feedback Planning Regular review and analysis from ELC trackers</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To increase pupil voice, leadership and engagement.</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. 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>HGIOELC 2.2, 2.3, 3.1, 3.3 QFDCCSA 1.3, 1.4 CNH&SCS 1.2</p>	<ul style="list-style-type: none"> • To continue to promote modern languages in the ELC and for the children to be using French vocabulary through the 1+2 languages programme • Pupil voice groups to be established e.g. Equity Group, Reading Ambassadors, Eco and Rights Respecting School • To develop opportunities for pupil voice and feedback on ELC experiences, e.g. lunchtime experience • Programme of STEM opportunities to be developed through STEM robotic workshops • To develop our garden area and provide opportunities for children to plant vegetables and fruit to harvest 	<p>March 2024 Ongoing June 2025 March 2025 June 2025</p>	<p>Pupil voice groups Learner voice evident in planning and feedback Outdoor audit tools Family Engagement events and evaluations demonstrate the whole school community understanding the Rights of the Child</p>

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



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