West Lothian Council

POLKEMMET ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2026/ 2027

OUR VISIONS: We want to create an environment where children can feel safe, nurtured and listened to. An environment where adults respect individual developmental needs, allowing children's learning to grow in a natural, fun and play based way, leading children to flourish and reach their full potential

Polkemmet ELC Curriculum Rational 2023

Our Values

Respected Learning to have respect for children, families and staff. We are starting to learn about respecting resources learning to share, being kind to our friends and beginning to learn about our feeling and feelings of others

Inclusion for all the children at Polkemmet ELC through a play based holistic pedagogy.

Nurtured: Staff building strong, nurturing attachments to children and their families. Caring and protecting our children as they grow

Safe A safe and secure indoor and outdoor environment which allows a range of self-directed challenging play opportunities.

Equity

CONVENTION ON THE RIGHTS OF THE CHILD



"I like baking with friends at nursery"

"I help to set the table"

We use imagination to build lots of things



"Building big towers with blocks"



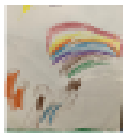
"I make cakes in the garden"



Froebelian

SWAP SHOP

Our Swap Shop, food, toys, DVDs. If you need something please just take it



"Nursery and me"

"I likey Sticky Kids its fun"



"I like eating fruit at nursery"



"We make friends"

Sign along

Sign of the week



mindfulness



toothbrushing

OUR AIMS

P - Partnership with families raising equity and engagement to form closer bonds between nursery and home

L- Learning through play in a safe, nurturing environment

A-Achieving a solid foundation to support a lifetime of learning

Y-You all are a key to unlocking your child's full potential in becoming a confident, successful citizen.

"Playing is fun. I know up to 12"



Big and small blocks to build



Peep Group

"I love stories"



Book of Month

OUR VISION

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OUR VALUES



RESPECTED: Learning to have respect for children, families and staff. We are starting to learn about respecting resources, learning to share, being kind to our friends and beginning to learn about our feelings and feelings of others.



INCLUDED: Inclusion for all the children at Polkemmet ELC through a play based holistic approach.



NURTURED: Staff building strong, nurturing attachments to children and their families. Caring and protecting our children as they grow.



SAFE: A safe and secure indoor and outdoor environment which allows a range of self- directed challenging play opportunities.

Polkemmet Primary School -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: All learners to experience high quality outdoor learning and teaching experiences	**1.1** **1.2** **1.3** **1.4** **1.5** **2.1** **2.2** **2.3** **2.4** **2.5** **2.6** **2.7** **3.1** **3.2** **3.3**	**Develop the outdoor space to support creativity, curiosity and enquiry** • Audit of outdoor learning environments and learning experiences. • To ensure outdoor learning experiences are implemented into daily practice • Implement community links within the local area.	September 2026 Ongoing from Sept'26 May2027	Outdoors audits pre and post reflect an increased participation of learners' engagement outdoors QR codes, e-forms to gather learner, staff and parental feedback QA of outdoor learning environments by staff and SLT Leuven Scale of engagement to track use of outdoor spaces Feedback from learner conversations, recording of experiences within SEESAW and floorbooks, displays
All learners to develop an understanding of wellbeing and children's rights. **(Placing the human rights and needs of every child and young person at the centre of education)**		**Further embed ELC vision, values and aims** • Embed Mental and emotional HWB- learner's thoughts, feelings, attitudes, values and beliefs through The Colour Monster to develop emotional literacy and wellbeing amongst all learners.	May 2027	Multiple measures of data to ascertain progress in learner's wellbeing -ELC Trackers, Seesaw, Pupil Voice, UNCRC Toolkit. Learners in ELC can self-report on their wellbeing. Monitoring and tracking levels supported by ongoing tracking of HWB Indicators throughout the session. ELC observations show how HWB is being implemented in learning experiences across the ELC to support learners understanding of wellbeing indicators and embed the language of GIRFEC, RRS, UNCRC. Children will make decisions and choices about their learning and will have a developing awareness of their rights

		• EYOs will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to further develop knowledge and understanding of social-emotional development (self-regulation and executive function). (I Do) • EYOs will support the Pedagogy Pioneer/s to further develop their knowledge and understanding of social-emotional development (self-regulation and executive function) and support them to apply this knowledge in their practice. (We do) • EYOs will work with HT and Pedagogy Pioneer/s to plan and implement spread of increasing and developing knowledge and understanding of social-emotional development (self-regulation and executive function) and the application of this across all practitioners e.g. through modelling, planning with colleagues, monitoring, quality assurance. (You do) • Develop shared understanding of social-emotional development (self-regulation and executive function) and agreement of what this looks like in practice through agreed guidance and professional dialogue • Integrate agreed strategies and approaches into daily routines and planning (e.g., co-regulation, visual supports).	Ongoing from August 2026	Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on social-emotional development and on their abilities as a leader to improve practice in this area. Observation of practice 80% of practitioners demonstrate consistent application of strategies that support self-regulation and executive function. Evidence of intentional planning for social-emotional development (e.g., in routines, spaces, interactions and experiences). Reduced incidents of dysregulation and increased self-regulation observed in the setting. An increase in the number of children on track in the ELC Tracker for specified statements around executive function and self-regulation. A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 in the specified statements around executive function and self-regulation. Multiple measures of data to ascertain progress in learner's wellbeing -ELC Trackers, Seesaw, Pupil Voice, UNCRC Toolkit. Learners in ELC can self-report on their wellbeing. Monitoring and tracking levels supported by ongoing tracking of HWB Indicators throughout the session. ELC observations show how HWB is being implemented in learning experiences across the ELC to support learners understanding of wellbeing indicators and

		Parental/Family Engagement activities that promote parents' active participation in all aspects of nursery life.		embed the language of GIRFEC, RRS, UNCRC. Children will make decisions and choices about their learning and will have a developing awareness of their rights. Annual calendar of events, activities with links to main school family events. Parental questionnaires, comments/suggestions box Parental feedback board alongside, 'you said' 'We did'
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): To embed learners' recognition of onset and rime, rhyme and syllable identification.	**1.1** **1.2** **1.3** **1.4** **1.5** **2.1** **2.2** **2.3** **2.4** **2.5** **2.6.** **2.7** **3.1** **3.2** **3.3**	**Embed approaches to supporting the development of rhyme, and syllables with words (ELC trackers highlight major gaps within rhyme and syllable recognition)** • Agree a consistent approach to rhyme and syllables through songs, books and play experiences. • Develop staff confidence to support and develop learners understanding of rhyme and syllables through staff engage with literacy CLPL opportunities with a focus on rhyme and syllables • Identify groups of learners that are off track for targeted intervention. • Continue to develop staff confidence when engaging with data – trackers, Excellence and Equity team meetings, interventions for targeted individuals or groups. • Introduce Teaching Children to Listen	May 2027	Multiple measures of data to ascertain progress in literacy ELC Trackers, Seesaw, Pupil Voice • Almost all (over 90%) of ELC observations show how literacy is being implemented in learning experiences across the ELC to support learners understanding of literacy (rhyme and syllable recognition) • Target achieved in monitoring and tracking levels supported by ongoing practitioner professional dialogue and engagement in literacy CLPL learning opportunities. • Teaching children to listen trackers reflect that majority of learners have made good progress
To embed learners early number sense with a focus on subitising and number recognition.	**1.1** **1.2** **1.3** **1.4** **1.5** **2.1** **2.2** **2.3** **2.4**	**Review approaches to supporting the development of subitising and number recognition** • All staff engage with CLPL opportunities with a focus on subitising and number recognition • Agree a consistent approach to supporting number sense/ability to relate numbers to actual items or groups of items and number recognition through play experiences. • Identify groups of learners that are off track for targeted intervention.	May 2027	Multiple measures of data to ascertain progress in literacy and numeracy. ELC Trackers, Seesaw, Pupil Voice • Almost all (over 90%) of ELC observations show how numeracy is being implemented in learning experiences across the ELC to support learners understanding of numeracy

	2.5 2.6. 2.7 3.1 3.2 3.3	• Continue to develop staff confidence when engaging with data – trackers, Excellence and Equity team meetings, interventions for targeted individuals or groups.		(subitising and number recognition). • Target achieved in monitoring and tracking levels supported by ongoing practitioner professional dialogue and engagement in numeracy CLPL learning opportunities.
To develop I can learners understanding of 2D and 3D shapes and their properties. (**Placing the human rights and needs of every child and young person at the centre of education)**	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 2.5 2.6. 2.7 3.1 3.2 3.3	**Review approaches to supporting the development of 2D and 3D shapes and their properties.** • All staff engage with CLPL opportunities • Agree a consistent approach to supporting development of 2D and 3D shapes and their properties through play experiences. • Identify groups of learners that are off track for targeted intervention. • Continue to develop staff confidence when engaging with data – trackers, Excellence and Equity team meetings, interventions for targeted individuals or groups.	May 2027	Multiple measures of data to ascertain progress in literacy and numeracy. ELC Trackers, Seesaw, Pupil Voice Almost all (over 90%) of ELC observations show how numeracy is being implemented in learning experiences across the ELC to support learners understanding of numeracy (subitising and number recognition). Target achieved in monitoring and tracking levels supported by ongoing practitioner professional dialogue and engagement in numeracy CLPL learning opportunities.
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)**	1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 2.5 2.6. 2.7 3.1 3.2 3.3	• EYOs will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of high-quality interactions (back and forth conversations and sustained shared thinking). (I Do) • EYOs will support the Pedagogy Pioneer to further develop their knowledge, understanding and skills required to consistently deliver high-quality interactions. (We do) • EYOs will work with HT and Pedagogy Pioneer to plan and implement spread e.g., through modelling, planning with colleagues, monitoring, quality assurance to consistently deliver high-quality interactions. (You do) • Plan for intentional interactions, i.e., incorporate opportunities for sustained shared thinking into planning and daily routines. • Prioritise uninterrupted time for high-quality adult–child interaction • Observe and record frequency / quality of sustained shared thinking episodes. • Set targets (e.g., 80% of practice observed as good or better)	May 2027	Pre- during and post-professional learning self-evaluations practitioner confidence / knowledge ratings on high quality interactions and on their abilities as a leader to improve practice in this area. At least 90% of observed interactions rated as good or better (QIF ELC). All practitioners report (at weekly planning sessions) the implementation of at least 2–3 intentional interaction strategies daily (e.g., open-ended questioning, commenting rather than directing, extending children's thinking, etc).

		• Evaluate impact on children, i.e., track improvements in communication, language, and engagement.		An increase in the number of children on track in the ELC Tracker for the specified statements around expressive and receptive language skills and participation in conversations. A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 for the specified statements around expressive and receptive language skills and participation in conversations. . Increase in the number / frequency (pre and post) of quality of sustained shared thinking episodes, evidenced through
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): By April 2027, all practitioners participating in the EYO Leader of Learning programme will consistently apply inclusive, impactful pedagogy to meet learner needs through inclusive and enabling environments, structures and routines, responsive and intentional approaches (differentiation and adaptive pedagogy), inclusion, equity and support and learning through exploration and play. **(Placing the human rights and needs of every child and young person at the centre of education)**	**1.1** **1.2** **1.3** **1.4** **1.5** **2.1** **2.2** **2.3** **2.4** **2.5** **2.6.** **2.7** **3.1** **3.2** **3.3**	*All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.* *Please click on the PEF Summary and find out more about our use of Pupil Equity Funding.* • EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of inclusive, impactful pedagogy. (I Do) • EYO will support the Pedagogy Pioneer to further develop their knowledge, understanding and skills required to consistently deliver inclusive, impactful pedagogy. (We do) • EYO will work with HT and Pedagogy Pioneer to plan and implement spread e.g., modelling, planning with colleagues, monitoring, quality assurance to consistently deliver inclusive, impactful pedagogy. (You do) • Develop a whole setting shared understanding through guidance and professional dialogue. • Review and improve environments, routines, and inclusive approaches. • Embed differentiation and intentional planning to meet learner needs. • Use peer observation and enquiry to reflect and improve practice. • Monitor impact through observations, engagement, and self-evaluation.	May 2027	Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on inclusive, impactful pedagogy and on their abilities as a leader to improve practice in this area. At least 90% of observed practice evaluated as good or better (QIF ELC) Evidence of regular use of coaching between LOL and practitioners), reflection, and enquiry to improve practice (recorded through professional dialogue and take away tasks from sessions). Improved learner engagement and participation, evidenced through observations on Seesaw. An increase in the number of children on track in the ELC Tracker. A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5.

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)**	**1.1** **1.2** **1.3** **1.4** **1.5** **2.1** **2.2** **2.3** **2.4** **2.5** **2.6.** **2.7** **3.1** **3.2** **3.3**	**ELC staff to engage with professional learning opportunities to build confidence in curriculum making.** • Practitioners to engage with profession learning – Leaders of Learning and Pedagogical Pioneers. • Practitioners to engage with CIC professional opportunities and staff team discussions.	June 2027	Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings 5 Whys Task – reflective learning conversations

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

★ HSCS - Health and Social Care Standards