

POLKEMMET ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP



2024/ 2025



Courage

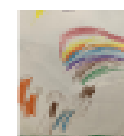
Relationships

Relevance

Values

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



"Nursery and me"

"I likey Sticky Kids, its fun"



"I like eating fruit at nursery"



"We make friends"



Sign of the week



mindfulness



toothbrushing

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



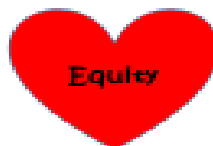
Inclusion for all the children at Polkemmet ELC through a play based holistic pedagogy.



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.



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.

We use imagination to build lots of things



"Building big towers with blocks"



"I make Cakes in the garden"

ISWAP SHOP

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



Froebelian

"playing is fun. I know up to 12"



Big and small blocks to build



Peep Group

"I love stories"



Book of Month



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OUR VISION

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OUR AIMS

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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.



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Polkemmet Primary - 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>To create a positive, nurturing environment where every child feels valued, safe and happy.</p> <p>All learners have a shared understanding of wellbeing and children's rights.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>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</p>	<ul style="list-style-type: none"> Continue to embed ELC vision, values and aims created during June 2023 as part of our curriculum rational refresh. ELC HWB lead to link with main school/HWB Champions to support Action Plans/Driver diagrams Embed understanding of the wellbeing indicators. 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. Continue to further enhance outdoor learning and implement into daily practice. Implement community links within the local area. Parental/Family Engagement – annual calendar of events, activities that promote parents' active participation in all aspects of nursery life Re-establish PEEP and family learning Partnership working with Health (SLT, HV, Community health partners). Engage regularly with UNCRC articles to enhance children's awareness/understanding of their rights and the rights of others. ELC-P7 whole school approach to mental health – staff, pupils, parents/carer 	<p>August, 2024– June, 2025</p>	<ul style="list-style-type: none"> Multiple measures of data to ascertain progress in learner's wellbeing -ELC Trackers, Seesaw, Pupil Voice, UNCRC Toolkit. Leuven Scale of engagement with identified groups of children, action plan to address identified engagement needs. Learners in ELC are able to self-report on their wellbeing to provide a baseline for future improvement. Target achieved in monitoring and tracking levels supported by ongoing tracking of HWB Indicators throughout the session. Focus groups of learners evaluating HWB leading to the majority (50-74%) reflecting an understanding of wellbeing indicators. Almost all (over 90%) of 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. Majority (50-74%) of learning conversations between keyworkers and ELC children reflect children's growing ability to articulate their understanding of the wellbeing indicators e.g. how to keep myself safe, how to express my emotions, peer relationships. Targets achieved in monitoring and tracking levels supported by ongoing practitioner professional dialogue and engagement in HWB CLPL learning opportunities.
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Continue developing a clear focus on planning for progression in literacy and numeracy- numeracy, mathematical and literacy play experiences to further develop children's interests, vocabulary and knowledge.</p>	<p>1.1 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 2.5</p>	<ul style="list-style-type: none"> Continue developing literacy, numeracy and mathematics through lead learner CLPL opportunities. Engage with the wider community – partnerships including SLT, Community health partners, APT, Cluster DHT to support the development of literacy and numeracy/mathematics learning and teaching experiences that meet the needs of all learners. Continue to encourage learners to be creative and curious in their learning environments 	<p>August, 2024 – June, 2025</p>	<ul style="list-style-type: none"> 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 literacy and numeracy is being implemented in learning experiences across the ELC to support learners understanding of literacy (reading, writing, listening and talking) and numeracy. Almost all learning experiences observed (over 90%) are evaluated as good or above.



Courage

Relationships

Relevance

Values

<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>2.6. 2.7 3.1 3.2 3.3</p>	<ul style="list-style-type: none"> Continue to develop staff confidence when engaging with data – trackers, Excellence and Equity team meetings, interventions for targeted individuals or groups. 		<ul style="list-style-type: none"> Majority (50-74%), through focus groups, feedback positively about their learning (nursery buddy representative to voice/support ELC learners' views. Target achieved in monitoring and tracking levels supported by ongoing practitioner professional dialogue and engagement in literacy and numeracy CLPL learning opportunities.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All learners will experience high quality learning and teaching experience by engaging practitioners in supported professional learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>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</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>Plan will include actions such as:</p> <ul style="list-style-type: none"> Learning & Teaching, Leadership for Improvement Action Plan / driver diagram for literacy, Health and Wellbeing and numeracy and mathematics Individual ARD targets are focussed on pedagogical practice Continue to fully implement robust quality assurance and monitoring and tracking systems Engage with learners, parents & the wider community including community partnership working (SLT, Inclusion and Wellbeing Service, Cluster, Authority, Cluster DHT and opportunities to shape the development of learning and teaching experiences that meet the needs of all learners Attendance- working with parents, senior leaders and partner agencies to support ELC attendance 	<p>August, 2024 – June, 2025</p>	<p>Documented in PEF Plan and includes measures such as:</p> <ul style="list-style-type: none"> Baseline observations = majority (80%) evaluated as good or above Almost all learning experiences (over 90%) are evaluated as good or above Professional dialogue meetings reflect staff's professional judgement aligns with assessment data Target achieved in Curriculum for Excellence levels supported by ongoing monitoring and tracking. Target of greater than 90% attendance, Quintile 1 achieved ELC Trackers, Seesaw, Pupil Voice
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>To embed a whole school framework that includes our youngest learners beginning to make connections between skills for learning, life and work.</p> <ul style="list-style-type: none"> To work in partnership with schools and colleges to develop employability skills in ELC workforce. <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>.11. 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</p>	<ul style="list-style-type: none"> Continue to develop the development of learners' early level skills, including language through play, the use of the immediate and wider outdoor community, outdoor learning opportunities, wider community e.g. library, walks, care home visits. Working in partnership with schools and colleges to support the development of the ELC workforce through the mentoring of students and ELC practitioners. Further develop a digital learning environment. Develop Empowerment through Science, Technology, Engineering, the Arts and Mathematics (ESTEAM) focus using real life resources and by working in partnership with the main school to link with industry partners, capitalise on parents' skills and interests. Continue to embed work related vocabulary across all areas of the nursery. 	<p>August, 2023– June, 2024</p>	<ul style="list-style-type: none"> Multiple measures of data to ascertain progress in employability skills and positive destinations. Most (75-90%) of ELC observations show how skills are being implemented in learning experiences across the ELC to support learners to make connections between skills for learning, life and work. The majority of (50-74%) of ELC learners are developing an increased vocabulary of skills for learning, life and work Children will use a variety of digital technology and develop IT skills.



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		<ul style="list-style-type: none">Continue to implement and embed 1 plus 2 languages and P6 Buddies to work with ELC children		
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