

# Blackridge ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP



2024 / 2025



Courage

Relationships

Relevance

Values

# ELC Vision and Values

Our Vision

Our Values

Our Aims

Nurturing Independent Learners  
Keeping all children at the heart of our community

Happy, Creative & Engaged

We aim to have:  
Successful Learners  
Confident Individuals  
Responsible Citizens  
Effective Contributors



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**Blackridge -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><b>Improvement in all children and young people's wellbeing:</b></p> <p>Enhance learners' understanding of wellbeing and regulation strategies</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>2.2 Curriculum</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<ul style="list-style-type: none"> <li>• Embed use of sensory circuit approaches to ensure these are a consistent feature of playroom routines, supporting learner regulation.</li> <li>• Develop Sensory Profiles for targeted learners to support regulation.</li> <li>• High quality family learning opportunities through partnership with Inclusion Support Services</li> <li>• Continued use of <i>Up, Up &amp; Away</i> tool to plan targeted supports in line with GIRFEC processes.</li> <li>• Using CIRCLE tool to audit and enhance physical and social environment to support learner wellbeing</li> <li>• Develop staff capacity in supporting co-regulation approaches through engagement with partners (SaLT &amp; Educational Psychologist).</li> <li>• Enhance transition approaches from home – ELC (Being Me @ Blackridge ELC &amp; use of CI Practice Notes (<a href="#">Me, My Family &amp; My Childcare Setting</a>))</li> <li>• Increase opportunities for learners to engage in sensory play and mindfulness approaches</li> <li>• Further embedding of UNCRC across all areas of the ELC environment.</li> </ul>	<p>By October 2024</p> <p>From October 2024 – April 2025</p> <p>Ongoing</p> <p>By November 2024</p> <p>By September 2024</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Trackers will evidence that over 70% of preschool learners will be on track to be able to confidently cope with everyday/new situations by June 2025</li> <li>• All staff will report increased confidence in supporting learners to co regulate through engagement in Nurture modules.</li> <li>• Personal Plans will evidence appropriate strategies and planned interventions.</li> <li>• Almost all families will engage with at least one family learning opportunity across the year.</li> <li>• Trackers will evidence that over 75% of preschool learners will be on track to be able to confidently express my needs ask for help when needed</li> <li>• Quality Improvement activities will evidence an increase in the nurture principles underpinning practice within the ELC</li> </ul>



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<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>Consistent approaches to literacy &amp; numeracy pedagogy</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>1.2 Leadership for learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>3.2 Securing Pupils progress</p>	<ul style="list-style-type: none"> <li>• Planning will evidence progressive learning experiences, linked to the progression pathways. All staff will engage with Literacy &amp; Numeracy pathways when planning appropriate next steps for learners.</li> <li>• ‘Skill Time’ delivered by all staff will ensure learners can access high quality learning experiences, linked to trackers and supported by Pathways.</li> <li>• Learners will be supported to increase communication approaches through enhanced use of sign, word boost, talking buttons and high-quality questioning and interactions from staff.</li> <li>• Opportunities for literacy and numeracy across learning (within all areas of the ELC) will be enhanced through staff leadership roles.</li> <li>• Consistent approaches will be used to support families to have increased participation in literacy &amp; numeracy learning experiences e.g. Story of the Month, Song/Rhyme of the Month, Sign-a-long videos etc.</li> </ul>	<p>Ongoing</p> <p>By October 2024</p> <p>Ongoing</p> <p>By September 2024</p>	<ul style="list-style-type: none"> <li>• Attainment discussions will evidence increased staff capacity on delivering targeted interventions to support and challenge in literacy and numeracy.</li> <li>• Trackers will evidence that planned interventions within literacy and numeracy is leading to increased attainment.</li> <li>• Skills time planners will evidence progressive and engaging learning experiences, offering breadth &amp; depth.</li> <li>• Robust approaches to tracking and monitoring will show that most learners make very good progress within literacy and numeracy.</li> <li>• All families will report they feel involved in making decisions about their child’s learning.</li> </ul>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></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><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Increase opportunities for leaderships skills for learners.</p>	<p>2.2 Curriculum</p> <p>2.5 Family Learning</p>	<ul style="list-style-type: none"> <li>• Opportunities for learners to lead their learning will be enhanced through increased use of digital tools and platforms.</li> <li>• Enhance outdoor learning opportunities through partnership with the school to explore Forest School principles</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Quality Improvement activities will evidence that digital technologies are accessible to learners to</li> </ul>



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<p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.3 Developing creativity and skills for life and learning</p>	<ul style="list-style-type: none"> <li>• Staff will lead more Quality Improvement and self-evaluation activities, enhancing staff knowledge and understanding of revised HGIOELC and CI framework.</li> <li>• Increased continuity of Froebelian approaches across ELC – P1 through woodwork and sewing.</li> <li>• Increase partnerships with community groups (including Beechbrae).</li> <li>• Refresh Camembert to embed French in all aspects of the life of the ELC (routines, areas, key vocabulary etc.)</li> </ul>	<p>Ongoing</p> <p>By November 2024</p> <p>By September 2024</p>	<p>extend and enhance learning experiences.</p> <ul style="list-style-type: none"> <li>• Planned learning experiences will show an increase in community and partner engagement.</li> <li>• Self evaluation on 2.2. (Curriculum) will evidence increase in opportunities for learners to apply skills in new and unfamiliar contexts.</li> </ul>
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\*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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