

# ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Courage

Relationships

Relevance

Values

## ELC Vision and Values

At Bankton ELC our vision is to create a nurturing environment where children are supported through sensitive caring relationships and child centred approaches. Within this environment we will focus on developing invitations and provocations that spark curiosity and creativity through enabling the children to explore and engage with the world around us in meaningful ways.

We aim to:

- provide safe spaces for children that promote independence and responsibility
- enable children to communicate and express themselves through a range of different means.
- value all of our children's contributions and ensure that their voice is heard in all aspects of the ELC life and developments.
- support the children to grow in confidence and resilience.
- plan learning experiences that meet the needs and interests of the children.
- recognise and celebrate all of the successes the children have.
- work closely with our families and partners to ensure that we are getting it right for every child.
- be responsive in supporting and offering challenge to all children to enable them to be successful in their own learning journey.

All staff have a good understanding of the stages of child development, and our practice is centred around the principles of 'Being Me' and UNCRC Article 3 which states, *'The best interests of the child must be a top priority in all decisions and actions that affect children'*. *Our values were developed in collaboration with our parents and children. These values reflect our approaches to supporting every child to learn and develop in a richly engaging and sensitively caring environment. These values focussed on **Kindness**, **Inclusion**, **Creativity** and **Responsibility**.*



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# Our Curriculum Rational

Kindness Inclusion Creativity Responsibility



At Bankton, our pedagogy is carefully designed to spark curiosity and to enable creativity. We are responsive and intentional in our planning and we create playful learning environments for the children to explore and engage with.

**Shaping our Practice**  
Curriculum for Excellence  
Realising the Ambition  
My World Outdoors  
Froebel Principles  
Blueprint for 2020  
UNCRC  
GIRFEC

**Experiences**  
Our children's voices shape our curriculum where experiences are planned for with their interests at the centre. We focus on developing literacy, numeracy, health and wellbeing through meaningful contexts.

**Spaces**  
We create purposeful spaces both indoors and outdoors for our children to learn through. We make use of our local area and ensure that all children are able to access a high quality provision.

**Interactions**  
Relationships are at the heart of our curriculum. We have strong partnership working with our families and partners, and we provide many opportunities for family learning. We value all achievements children have at home and celebrate these with them.



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**Anywhere -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>To continue to develop the ELC environment to promote wellbeing through self-regulation, communication of emotions, independence and confidence.</p> <p>To use storytelling to explore themes of inclusion and belonging and to promote health and wellbeing. These will link to UNCRC, GIRFEC, Building Racial Literacies and our ELC values. To continue to share this work with our families.</p> <p>To work with NHS partners to support the health needs of our children.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>HGIOELC 1.1, 1.2, 1.3 2.1, 2.2, 2.4, 2.7, 3.1, 3.2, 3.3</p> <p>QFDCCSA 1.1, 1.2, 1.3 2.1, 3.2, 4.1</p> <p>CNH &amp; SCS 1.2,3,4,5</p>	<ul style="list-style-type: none"> <li>Regulation and quiet zones will be used to encourage children to use regulation strategies and to communicate feelings.</li> <li>We will ensure that the children are consulted and their voice is woven throughout our planning, within the setup of our areas and within our routines.</li> <li>We will focus on developing children's independence and confidence within the environment and within our routines and give we will give them opportunities to contribute to the organisation of spaces and activities.</li> <li>Storytelling approaches will be used to explore and discuss themes linked to UNCRC, GIRFEC, Building Racial Literacies and our ELC values.</li> <li>Key stories will be identified and revisited.</li> <li>We will ensure that we are regularly sharing this work with our families and we will provide ideas for continuing to develop knowledge and understanding at home.</li> <li>We will continue to work with NHS partners to support the health needs of our children.</li> </ul>	<p>Aug – Oct</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Health and Wellbeing trackers</p> <p>Practitioner observations</p> <p>Consultations with parents</p> <p>Personal Plans</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>To use tracking data to plan literacy and numeracy activities that are responsive to current needs.</p> <p>To increase awareness of rhyming and syllables through music.</p>	<p>HGIOELC 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 2.5 3.1, 3.2</p> <p>QFDCCSA 1.3, 1.4, 2.1, 3.2, 3.3, 4.1</p>	<ul style="list-style-type: none"> <li>Use tracking data to identify areas for development. Plan responsively to address these for all children and within identified groups.</li> <li>Develop use of rhyme and songs within all ELC routines.</li> <li>Develop knowledge of rhymes and syllables during group time activities.</li> <li>Provide matching games and activities to promote rhyme and syllables.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>Literacy and numeracy trackers</p> <p>Personal plans</p> <p>Practitioner observations</p> <p>Staff dialogue</p>



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<p>To continue to support practitioners to develop their approaches to providing a literacy and numeracy rich environment.</p> <p>To continue to support family learning through a program of ELC events and home learning resources.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>CNH &amp; SCS 1,2,3,4,5</p>	<ul style="list-style-type: none"> <li>Engagement in WLC network sessions.</li> <li>We will continue offer stay and play sessions for parents/carers with a literacy or numeracy focus.</li> <li>We will continue to develop family Bookbugs sessions and we will promote with new parents during inductions.</li> <li>Home learning bags and home learning activities will be provided throughout the year. Our lending library will be regularly reviewed and replenished and children will be encouraged to use take a book during drop off and pick up times.</li> <li>We will continue to use seesaw to share learning with families.</li> </ul>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Consultation with/feedback from parents</p>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>To use personal plans, observations and trackers to identify children quickly who require support across the curriculum.</p> <p>To increase vocabulary skills and understanding of language concepts for identified children.</p> <p>To increase listening and attention skills of identified children.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>HGIOELC 1.1, 1.2, 1.3, 1.4, 1.5 2.2, 2.3, 2.4, 2.7 3.1, 3.2</p> <p>QFDCCSA 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.3</p> <p>CNH &amp; SCS 1,2,3,4,5</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> <ul style="list-style-type: none"> <li>We will hold induction meetings with all families to understand the needs of all children coming into our ELC. We will create a personal learning plan and collaborate with NHS partners where necessary.</li> <li>We will use a three tier approach to vocabulary development approaches through Box Clever for nouns, verbs and adjectives, Black Sheep Press and Word Aware to increase use and understanding of vocabulary and language concepts. This will be done in the ELC environment, during group time and within intervention groups.</li> <li>We will use a range of turn taking games and listening and talki activities to develop shared attention with all children and within small intervention groups.</li> </ul>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Documented in PEF Plan</p> <p>Literacy, numeracy and H&amp;WB trackers</p> <p>Personal plans</p> <p>IEP (when necessary)</p> <p>Renfrew vocabulary assessments</p> <p>Practitioner observations</p> <p>Staff dialogue</p> <p>Consultation with/feedback from parents</p>



<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>We will develop our practices in line with Learning for Sustainability to engage children in taking responsibility for our environment and caring for our planet and everyone on it.</p> <p>To develop opportunities to develop STEM skills across meaningful contexts in both indoor and outdoor spaces.</p> <p>We will continue to develop our community links and use of our local area.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></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 1.1, 1.2, 1.3 2.2, 2.3, 2.7 3.2, 3.3</p> <p>QFDCCSA 1.1, 1.2, 1.3 2.1, 2.2, 3.1, 3.2, 3.3, 4.1</p> <p>CNH &amp; SCS 1,2,3,4,5</p>	<ul style="list-style-type: none"> <li>We will develop an action plan with the children and families to increase sustainability in the ELC.</li> <li>We will use stories to promote sustainability themes within the ELC.</li> <li>We will continue to build on our work in developing our racial literacies approaches, where we will ensure that the resources, stories and rhymes we are using are representative of all of our children and families. We will continue to recognise celebrations that are important to the children.</li> <li>Through developing curiosity approaches, we will increase opportunities for children to explore and investigate concepts linked to STEM.</li> <li>Continue to develop links with West Lothian College and their Forest Schools.</li> <li>Continue to develop community links with our local Care Home and Library.</li> <li>Continue to make use of our local area to provide children with a range of rich experiences.</li> </ul>	<p>August</p> <p>Ongoing Ongoing</p> <p>August</p> <p>Termly Termly Weekly</p>	<p>Evaluations and discussions with children and families</p> <p>Practitioner observations</p> <p>Staff dialogue</p> <p>Consultation with/feedback from parents</p>
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\*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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