

BANKTON ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP

2026 - 2027



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 Rationale

Kindness Inclusion Creativity Responsibility

Being
me

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.



Bankton 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: To continue to develop children's emotional literacy using Emotion Works. To focus and practice a range of regulation strategies with children. To further develop pupil voice within the nursery setting. To develop children's understanding of healthy eating to develop their skills in food preparation. By March 2027, all practitioners will enhance their knowledge and understanding of social-emotional development (specifically self-regulation and executive function) through professional learning and reflective practice, with almost all of our practitioners demonstrating improved understanding and application in practice, evidenced through observations, self-evaluation, and professional dialogue.		- Children will further develop their knowledge and understanding of the orange (emotion words) and red (body sensations) cogs and will be introduced to the green (emotion behaviours), blue (regulation strategies) and yellow (emotion triggers) cog. Children will explore the cogs through stories, rhymes and songs. - Staff will continue to engage in training to understand and implement in the emotion works programme. - Families will be introduced to emotion works through family events and home learning exploration bags. - Children will continue to be consulted in all aspects of nursery life. Our children will take on leadership roles within nursery to develop their skills and independence - Children will experience food preparation activities beyond their daily snack making. Children will be curious about food preparing and tasting. - Children to engage in a range of regulation activities including mindfulness, yoga and story massage. Through the involvement in Leaders of Learning: - EYO will attend sessions to develop knowledge and understanding of social-emotional development. - EYO will support Pedagogy Pioneers to develop their knowledge and support them to apply this. - EYO/SLT/Pedagogy Pioneers will spread this knowledge across all practitioners through modelling, planning with colleagues, monitoring and quality assurance. - Develop a shared understanding and implement fully into practice.	August – December August – December December - June	An increased number of children are tracking as a * or 1 for the following health and wellbeing tracker statements; I can confidently express my needs and ask for help when I need it, I can confidently cope with everyday/new experiences. All staff will successfully complete the second part of Emotion Works training. All parent/carer feedback will be positive with regards to family learning around Health and Wellbeing. Pupil voice will be captured throughout the year and will show children talking positively about their roles within the nursery. Children's Seesaw observations will evidence the experiences that children engage in during food technology activities. Pre/during/post professional learning self-evaluations will show increased practitioner confidence. Observation of practice will show that all practitioners demonstrate consistency with strategies. Evidence of intentional planning around strategies. Reduced dysregulation incidents and increased self-regulation. Increased number of children on track for statements around self-regulation.



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(Placing the human rights and needs of every child and young person at the centre of education)				
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): To continue to have a constant focus on vocabulary development. To use tracking data to plan literacy and numeracy activities which are responsive to children's current needs. (Placing the human rights and needs of every child and young person at the centre of education)		• Daily storytelling, rhyming and songs to boost work knowledge and understanding. • Consistent use of rhyme and song signifiers to promote routines. • Group time activities with a focus on literacy and numeracy concepts. • Practitioners will carry out data analysis to identify areas for development. Activities will be planned responsively to address these gaps in learning. • Practitioners to continue with leadership roles for literacy and numeracy.		An increased number of children will be tracking as a * or 1 for the following literacy tracker statements; I can understand and use an increasing vocabulary; I can introduce a storyline into my play. Children will quickly settle into the routine of the nursery through the use of song and rhyme. Children will confidently join in with songs and rhymes. Planning for group time will show a relentless focus on literacy and numeracy concept, linked to gaps in tracking information. Practitioner leadership action plans will show progression of literacy and numeracy throughout the year. Environmental audits will show literacy and numeracy rich spaces both indoors and outdoors.
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): To ensure that all children receive the right care and support to reach their full potential through inclusion and equity. (Placing the human rights and needs of every child and young person at the centre of education)		• Targeted intervention groups using Black Sheep Press and 5 Minute Box for literacy and numeracy. • Enhance the preloved store at the entrance to the nursery which supports families with clothing and items which they can help themselves to. • Develop parental/carers partnerships through a range of family learning opportunities – both universal and targeted. Involve wider agencies to support family input during events.		Positive increase in the number of children tracking as a 1 for language development. Positive relationships will be developed with community partners to support our pre-loved store. An increased number of families will take what they need. Pre/during/post family learning evaluations from staff members and families. Pre/during/post feedback on parent/carers confidence on how they can support children's learning and development at home.



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 X state priority (Placing the human rights and needs of every child and young person at the centre of education)		• Staff will engage in the new technical frameworks from the Curriculum Improvement Cycle. • Recognise our diverse culture through celebrations to ensure inclusivity. • Focus on the development of skills for learning, life and work through the continuation of wood-working and sewing and weaving within the ELC.		Continuous staff training and self-evaluation activities will show increased knowledge and understanding of frameworks. All cultures of our children will be recognised and celebrated in our nursery. Observations on seesaw and planning documents will show a theme of cultural celebrations. Partnership with West Lothian College will allow for the further development of woodworking in the nursery. Pre and post evaluations will show an increase in staff confidence when leading woodwork with children.

- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards



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