

ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Courage

Relationships

Relevance

Values

ELC Vision and Values and Curriculum Rationale

Southdale ELC Curriculum Rationale

Pathing the path to new horizons
Knowledge and skills for the future

Strong roots in our community
Journey to success

Vision

Responsibility
Creativity
Trust
Values
Respect
Kindness

Ethos and life of the ELC
Interdisciplinary Learning
Opportunities for Personal Achievement
Curriculum Areas

Successful Learners
Effective Contributors
Responsible Citizens
Confident Individuals

We aim to provide an inclusive setting where every child is unique and recognised for achievements.

We aim to provide a safe, welcoming and nurturing environment where diversity is respected.

We aim to be a health promoting ELC who values active outdoor play.

We aim to be an independence promoting ELC that encourages children to make safe and responsible choices.

Southdale... where everybody leads and everybody learns!!

Looking Inwards
Looking Outwards
Looking Forwards



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Southdale 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>Improvement in all children and young people's wellbeing:</p> <p>Consistent and progressive approached within P.E. across the BGE within all cluster schools</p> <p>Relentless focus across the cluster to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.</p> <p>All learners will experience nurturing, inclusive learning environments within a culture of high expectations for all</p>		<p>Physical Education (Julie- Shedden/ Eileen Sneddon) Consistent & progressive approaches within P.E. across the BGE within all cluster schools through:</p> <ul style="list-style-type: none"> ▪ Self-evaluate against the 'My World Outdoors' ▪ Further develop opportunities to enhance gross motor skills indoor and out ▪ Enhance opportunities for local walks ▪ Staff training on Better Movers and Thinkers ▪ Increased engagement with Active Schools ▪ Health and Wellbeing Lead to develop an action plan <p>Attendance (All practitioners)</p> <ul style="list-style-type: none"> ▪ Continue to track, monitor and identify trends in attendance <p>Trauma Informed Practice (All practitioners)</p> <ul style="list-style-type: none"> ▪ Review and refresh ASN Policy including agreed approaches ▪ All staff to take responsibility for the inclusion of all learners in our school ▪ Sessions provided for all stakeholders on ASN approaches ▪ Take part in Trauma Skilled Training Level 2 with Cluster ▪ Investigate the use of SHINE materials to develop approaches to support learners <p>UNCRC (Julie Shedden)</p> <ul style="list-style-type: none"> ▪ Learners to take part in a campaign that impacts their wider community ▪ Continue to ensure that children's rights are at the heart of the ELC and practice 		<p>Learner engagement in outdoor learning will increase, monitored through planning and evaluations.</p> <p>A consistent approach within outdoor learning as identified through quality improvement activities.</p> <p>Staff will have a good knowledge and understanding of their children and know when to report concerns in attendance</p> <p>Staff will demonstrate an increased understanding of trauma informed practices</p> <p>Staff, children and parents will report an increased understanding in ASN practices</p> <p>Observations will show an increase in consistency of ASN practices</p> <p>Our school will be accredited as a Gold Rights Respecting School</p>



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<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure formative and summative assessment approaches evidence learner progress with a focus on pace and challenge.</p> <p>Ensure systems and processes are in place to provide a broad general education with HWB, Literacy and Numeracy at the heart</p>		<p>Assessment (Audrey Mill)</p> <ul style="list-style-type: none"> ▪ Enhanced quality assurance procedures within assessment ▪ Develop guidance of approaches to assessment in ELC ▪ Staff to develop their language of ‘Say Make Write Do’ ▪ Embed the use of Formative Assessment Wheels in ELC ▪ Revisit approaches to monitoring Personal Plans <p>High Quality Learning and Teaching (Julie Shedden)</p> <ul style="list-style-type: none"> ▪ Further develop our approaches Frobelian Practice ▪ Revisit our approaches to Skills Time including best practice visits then create a guide for this ▪ Develop a moderation calendar for staff including peer observations <p>Digital Technologies (Tracy Shaw)</p> <ul style="list-style-type: none"> ▪ Children have access to digital tools which allow them to create their own stories ▪ Children are given the opportunity to record their experiences in outdoor play using technologies ▪ Staff to access CLPL SharePoint ▪ Develop opportunities for parents to use digital resrouces in setting <p>Literacy and Numeracy (Emma Glidden/Anne Marie McCorrie)</p> <ul style="list-style-type: none"> ▪ Develop opportunities for children to weave outdoors ▪ Highlight mathematics languages during snack times ▪ Develop areas which have access to real money and tickets 	<p>QI Activity and Support/Challenge meetings will evidence increase in staff capacity through more robust professional judgement</p> <p>Increased staff capacity in delivering high, quality Frobelian learning will lead to observations being graded as good or above</p> <p>All children will benefit from quality Skills Time and there will be equity of experiences</p> <p>Children will demonstrate an increased confidence in the use of technologies throughout the setting</p> <p>Staff will report increased confidence in planning using technologies</p> <p>Almost all children will make good progress on ELC trackers within literacy and numeracy</p>
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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Through targeted interventions 85% of our learners will achieve expected levels or beyond in literacy and numeracy by the end of N5</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>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Develop effective systems for profiling with learner voice at the heart across BGE</p> <p>Almost all learners develop skills for life learning and work based on the career education standards</p>		<p>Profiling (Audrey Mill)</p> <ul style="list-style-type: none"> ▪ Further develop approaches to profiling using Seesaw ensuring equal of new parents and carers ▪ Explore creative ways to engage parents and carers in Seesaw posts <p>Outdoor Learning (Mandy Thomson/Eileen Sneddon)</p> <ul style="list-style-type: none"> ▪ Develop a rota to ensure outdoor area is open at all times ▪ Further develop planning so that children are involved in planning and decision making outdoors ▪ Develop ways for children to create art from natural materials ▪ Develop opportunities for children to experience fire and outdoor cooking <p>Community Links (PSW 1)</p> <ul style="list-style-type: none"> ▪ Further enhance and maintain links with the wider community ▪ Introduce a tracking system to ensure there is equity of experience for all children <p>Skills for Life, Learning and Work (PSW 2)</p> <ul style="list-style-type: none"> ▪ Further develop all areas of the setting to reflect the relevance to the world of work ▪ Participate in schools Careers Week 		<p>Learner conversations will demonstrate that almost all learners are able to describe their strengths and next steps.</p> <p>Ethos surveys will demonstrate increased parental satisfaction with parental involvement in their child's learning.</p> <p>Planning will take account of outdoor learning opportunities and pupil voice will be prominent</p> <p>Children will report positively on their experiences outdoors</p> <p>Staff will demonstrate increased confidence in taking learning outdoors</p> <p>All children will have an opportunity to engage with or visit the local community</p> <p>Most children will be able to talk about their learning and how it links to the world of work</p>

*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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