

**SOUTHDALE PRIMARY SCHOOL****ELC Action Plan****To support the delivery of SIP****2025 / 2026****Courage****Relationships****Relevance****Values**

# Our Curriculum Rationale at Southdale ELC

## Opportunities for Personal Achievement

- **EQUITY - CREATIVITY - CELEBRATING SUCCESS - LEARNER VOICE**
- Whole school Celebration Assemblies
- Annual Awards Ceremony
- Praisepads used by all staff
- Celebrating Success Wall Displays
- SLT Visits
- Fantastic Friday and Southdale Shoutouts
- Seesaw updates
- Stay and Play sessions
- Age and Stage appropriate resources
- 'Tell Me' tags
- Pre-School reports
- Focus Child approach

## Ethos and Life of the School

- **COMMUNITY - PARTNERSHIPS - VALUES - COLLABORATION**
- Themed Focus Week
- Meet The Teacher and Parents Consultations
- Termly Family Learning Events - Stay and Play
- Termly and Monthly Newsletters
- Performances/Shows
- Links with the local community and local businesses and charities (SVDP, Dale Hub, Heatherfield, Partnership Centre)
- Fantastic Fridays
- PraisePads and Mystery Envelope
- Parent Check In
- SLT Drop Ins and Breakfast Blether
- Parent Story Sessions
- Family Forest Learning Opportunities
- Parent Partnership
- Enhanced Transition opportunities
- Key Worker System

## Our Southdale Vision



## Our Southdale Values



## Interdisciplinary Learning

- **SKILLS FOR LIFE LEARNING AND WORK - OUTDOOR LEARNING - SUSTAINABLE DEVELOPMENT GOALS**
- Sustainable Development Goals Termly Focus
- UNCRC Termly Focus
- Pupil Interest & Learner Voice
- Play Based Approaches to Learning
- Careers Week Focus - Skills for life learning and work
- Themed Focus Week (Scottish Week, Wellbeing Week, Outdoor Learning)
- Daily opportunities for Outdoor Learning
- Health and Wellbeing Check Ins
- Learning Provocations across all areas of the curriculum

## Curriculum Areas and Subjects

- **LITERACY - NUMERACY - HEALTH & WELLBEING - HIGH QUALITY LEARNING AND TEACHING**
- Sustainable Development Goals and UNCRC Focus
- Consistent approaches and resources in Literacy, Numeracy and Health & Wellbeing
- Distributed Leadership roles in Literacy, Numeracy, Health & Wellbeing, Digital, Outdoor Learning
- Tracker Bags for Skills Sessions
- Focus Child approach
- Seesaw Observations
- Extended learning through planning
- Staff training
- Home learning links and suggestions
- Big Bedtime Read

SAFE

HEALTHY

ACTIVE

NURTURED

ACHIEVING

RESPECTED

RESPONSIBLE

INCLUDED

Southdale Primary School ELC Action Plan for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>Our vision, values, aims and curriculum framework will ensure the health and wellbeing of our children, families and staff is well supported.</p> <p>UNCRC will underpin practice in our setting and contribute to an inclusive and nurturing learning environment.</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>Continue to embed our vision statement, values and aims in the daily practice of the setting.</li> <li>Continue to develop our curriculum rationale ensuring it is relevant for Southdale</li> <li>Share our vision, values, aims and curriculum rationale with all parents/carers</li> <li>Implement Health &amp; Wellbeing Action Plan led by Health &amp; Wellbeing Lead</li> <li>Embed use of Zones of Regulation for daily check ins with children and to support discussions about their emotions using a range of stories</li> <li>Continue to embed a supportive transition process for children and families at all transition points including: home to nursery, N4 to N5 year and nursery to Primary 1</li> <li>Continue to embed the use of the UNCRC to underpin daily practice in the setting, through consistent use of rights based language and linking learning to the UNCRC</li> <li>Ongoing opportunities for children to participate in and contribute to the life of the ELC setting, using the Wellbeing Indicators</li> <li>Maximise opportunities for the 'Child's Voice' to be recorded and acted upon through use of consultative planning, floor books etc. Involve children in the setting up and reorganisation of learning and play areas through sourcing their ideas</li> </ul>		<ul style="list-style-type: none"> <li>Feedback from parental consultations and Stay and Play events will indicate an understanding of our vision, values and aims and that they are evident in the setting and its daily practice.</li> <li>Consultation with learners will evidence an understanding of our vision and values in nursery. This will be evident through consultative planners, floorbooks and Seesaw observations</li> <li>WLC trackers: Almost all N5 and N4 learners will be on track across all areas of Health &amp; Wellbeing, in relation to the Progression Pathways</li> <li>Almost all learners will be able to identify emotions associated with each Zone of Regulation and use this knowledge to participate in regular emotion check ins.</li> <li>Feedback from parents will indicate that children's mental, emotional, social and physical needs are being supported effectively by the setting.</li> <li>Language of UNCRC will be evident in daily interactions, observations, planning and visible around the setting</li> <li>Quality Assurance: Planning</li> </ul>



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		<p>and suggestions and responding to their interests and needs.</p> <ul style="list-style-type: none"> <li>• ELC staff will continue to use daily interactions and wellbeing characters to develop children's understanding of the wellbeing indicators.</li> <li>• UNCRC Rights will be shared monthly with families through school newsletter. ELC staff will consult UNCRC rights to inform planning, provision and practice.</li> <li>• Embed new Setting the Table Guidance across the ELC with practitioner, children and families.</li> </ul>		<p>Observations</p> <p>Personal Plans</p> <p>Seesaw observations</p> <p>Excellence &amp; Equity meetings</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy</b></p> <p>All children will have access to regular, well-planned high quality learning experiences indoors and outdoors with a focus on Literacy and Numeracy skills through the provision of literacy and numeracy rich environments.</p> <p>Increased staff confidence in the process of moderation and achievement of Literacy and Numeracy skills ensuring consistency of professional judgement across the setting.</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> <li>• Continue to use WLC Literacy and Numeracy Audit Tools to evaluate environment and provision and inform Action Plans.</li> <li>• Further develop distributive leadership and increase staff ownership over their individual action plans</li> <li>• All ELC practitioners to attend EV Network sessions focussed on Literacy and Numeracy</li> <li>• Implement Literacy Action Plan led by EVO and Literacy Lead.</li> <li>• Continue to develop literacy provision e.g. resources, mark making station, favourite story area, chalk boards</li> <li>• Continue to develop cosy area to promote reading for pleasure</li> <li>• Continue to embed Big Bedtime Read programme to encourage development of Literacy skills and enjoyment of reading at home.</li> <li>• Continue to develop home learning opportunities through weekly digital activities on Seesaw</li> </ul>		<ul style="list-style-type: none"> <li>• WLC trackers: Almost all N4 and N5 learners will be on track across most areas of Literacy and Numeracy, in relation to the Progression Pathways</li> <li>• BBR Data: Almost all children will be read stories at home on a regular basis.</li> <li>• Literacy and Numeracy Audit tools will show consistent improvements across the year</li> <li>• Regular Environment Audits will demonstrate continuous improvements, in line with current educational pedagogy</li> <li>• Increased staff confidence in using the tracker statements and knowledge of the Progression Pathways</li> <li>• Quality Assurance: Planning Observations Personal Plans Seesaw observations Excellence &amp; Equity meetings</li> </ul>



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		<ul style="list-style-type: none"> <li>Continue to develop tracker bags to be used to support specific literacy and numeracy skills with high quality and well considered resources.</li> <li>Implement Numeracy Action Plan led by EVO and Numeracy Lead.</li> <li>Ensure rich provocations in numeracy and maths and literacy and English to engage pupils, especially those identified as off track within Excellence and Equity Meetings</li> <li>HT, PT and EVO will support practitioners in moderation activities, planning meetings and Excellence &amp; Equity meetings to increase their confidence with using the progression pathways and WLC ELC Trackers to make consistent judgements on children's learning and progress.</li> </ul>		
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Through observation and effective analysis of assessment data children's needs are identified early and appropriate, proportionate and timely support and strategies are put in place to close the attainment gap.</p> <p>Effective partnerships will have a positive impact on children's progress in key areas of learning in</p>	<p>☑School and ELC Improvement</p> <p>☑School and ELC Leadership</p> <p>☑Teacher and Practitioner Professionalism</p> <p>☑Parental Engagement</p> <p>☑Curriculum and Assessment</p> <p>☑Performance Information</p>	<ul style="list-style-type: none"> <li>All ELC practitioners will participate in termly Excellence &amp; Equity meetings to identify children with barriers to learning and appropriate strategies agreed to support their progress with a particular focus on children in Quintiles 1 and 2 and CEYP</li> <li>Analysis of ELC Tracker data carried out termly to identify areas of literacy, numeracy and health and wellbeing with highest percentage of learners off track. Data analysis results will be used to inform focus for skills based approach mentioned above.</li> <li>All ELC staff will engage with CLPL resources from WLC Additional Support Needs Service to help inform support strategies to meet children's individual needs e.g. sensory circuits, TACPAC, word boost, Word Aware, interventions focused on social interactions, etc</li> </ul>		<ul style="list-style-type: none"> <li>Excellence and Equity meetings will show progress for all learners with a particular focus on children in Quintiles 1 and 2 and CEYP</li> <li>WLC trackers: tracker analysis will show an improvement in percentage of learners on track following skills based focus on chosen tracker statements.</li> <li>Quality Assurance: Planning Observations Personal Plans Seesaw observations Excellence &amp; Equity meetings</li> <li>Partners consultation: Almost all partners will report our setting works effectively with them to meet children's needs</li> </ul>



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literacy, numeracy and health and wellbeing.		<ul style="list-style-type: none"> <li>Continue to develop effective partnerships with outside professionals to support children's learning and development.</li> </ul>		
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Learning is enriched and supported by effective use of digital technologies. We provide innovative and creative opportunities for children to experience high quality play both indoors and outdoors.</p> <p>Strong partnerships with families and the wider community will continue to support learners to develop transferable skills for life, learning and work. Children are empowered to contribute and make decisions in their own learning.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>WLC Digital Technologies Audit Tool will be used to evaluate provision and inform Action Plan.</li> <li>Implement Digital Technologies Action Plan led by Digital Technologies Lead</li> <li>CLPL for all staff on making effective use of iPads and Promethean Boards to support the development of digital technologies skills</li> <li>Embed the use of Seesaw by children to share their learning and achievements with their families and increase child's voice.</li> <li>Digital tasks and games embedded within day to day play and learning experiences.</li> <li>WLC Outdoor Learning Audit Tool will be used to evaluate provision and inform Outdoor Learning Action Plan.</li> <li>All staff to engage in best practice visits with settings in the local authority to further enhance the indoor and outdoor environments.</li> <li>Implement Outdoor Learning Action Plan led by Outdoor Learning lead, alongside Literacy, Numeracy and Health and Wellbeing.</li> <li>Increase family learning opportunities and engagement.</li> </ul>		<ul style="list-style-type: none"> <li>WLC Digital Technologies Audit Tool will be used to evaluate provision and inform Action Plan.</li> <li>Implement Digital Technologies Action Plan led by Digital Technologies Lead</li> <li>CLPL for all staff on making effective use of iPads and Promethean Boards to support the development of digital technologies skills</li> <li>Embed the use of Seesaw by children to share their learning and achievements with their families and increase child's voice.</li> <li>Digital tasks and games embedded within day to day play and learning experiences.</li> <li>Digital Pedagogy lead to link in with Digital Pedagogy Officer to offer guidance and support</li> <li>WLC Outdoor Learning Audit Tool will be used to evaluate provision and inform Action Plan.</li> <li>All staff to engage in best practice visits with settings in the local authority to further enhance the indoor and outdoor environments.</li> <li>Implement Outdoor Learning Action Plan led by Outdoor Learning lead, alongside</li> </ul>



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				<p>Literacy, Numeracy and Health and Wellbeing.</p> <ul style="list-style-type: none"><li>• Increase family learning opportunities and engagement.</li></ul>
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