

ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2025 / 2026



Courage

Relationships

Relevance

Values



Our aim is to support our nursery family through their Early Years journey, in our happy, safe environment where they can be creative, independent and content.

All schools should consider a curriculum rationale for ELC that takes account of the most recent national and local guidance related to the current situation. Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE (Curriculum for Excellence) Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>



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Howden St Andrew's Nursery

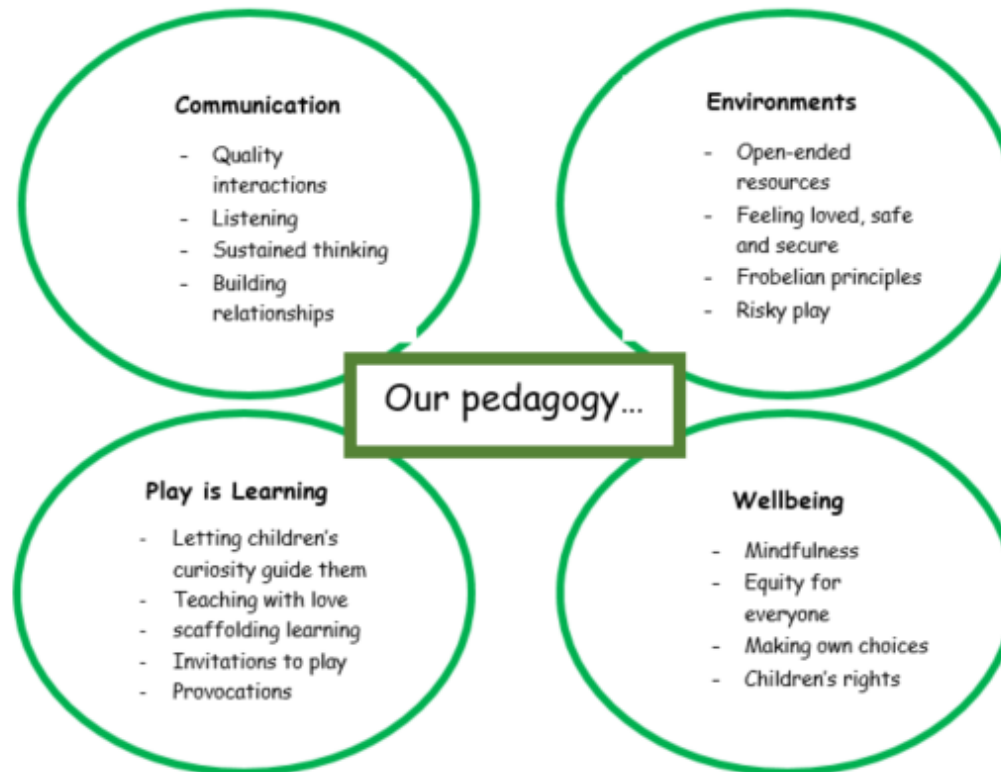
Curriculum Rationale

Our curriculum reflects our passion for play based, child led learning throughout all areas of our early years setting. We use our children's interests to link them to the experiences and outcomes of the Curriculum for Excellence.

Our team use their pedagogy to adapt activities and learning so that all children are supported to develop their skills and knowledge. We aim to create an environment where children can become engaged in their natural surroundings, building relationships with the children and adults around them.

Within our nursery, we are privileged to welcome families from many different nationalities and cultures. Building a relationship with our families helps us to support them and we always encourage parental engagement within our setting.

We want our children grow into confident individuals, responsible citizens, successful learners and effective contributor. Our team at Howden St Andrew's Nursery encourage our children to always reach for the stars!



Howden St. Andrew's - 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>Learners will extend emotional literacy skills in a developmentally appropriate way.</p>	<p>3.1 1.1, 1.3 1.14, 1.15 1.23, 2.15 2.17, 3.5 3.6, 3.10 1.27, 2.27 3.7, 3.9, 3.13</p>	<ul style="list-style-type: none"> Ensure there are planned, progressive opportunities to promote wellbeing and children's rights. Fully embed the six principles of nurture. Provide opportunities for parental engagement Continue building practitioner knowledge of barriers to learning and provide strategies and skills to address these. Strong focus on tracking and monitoring to ensure consistency of activities and focus for observations Introduce the Kitbag intervention for emotional literacy Embed the use of standardised communication aids. 	<p>Jan 26 March 26 June 26</p> <p>June 26 Jan 26 Nov 25</p>	<ul style="list-style-type: none"> Quality assurance will evidence the use of nurturing principles All children will have access to safe spaces and sensory materials to manage overload or dysregulation. Most parents (75-90%) engage with parent sessions provided QA WL Trackers and engage in professional dialogue with all nursery team All staff will wear standardised communication aids to support learners Engage with RRS Silver Award
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Provide high quality play experiences for all children.</p>	<p>3.2 1.1 1.3 3.2 1.27, 3.13 1.30, 2.24 2.27, 4.11</p>	<ul style="list-style-type: none"> Explore Froebel principles inspiring new members of staff to explore creative pedagogy Practitioners continue to evaluate children's progress and provide appropriate interventions Ensure children are enabled to select and make use of high-quality resources and equipment including digital technologies Continue to motivate and engage all children in consultative planning, ensuring consistency for children every day. Record evidence in floor books. Observations, successes and achievements to be consistently recorded on Seesaw All staff engage in ELC network sessions across the authority Children engage in learning life skills, e.g. gardening, sewing and weaving and woodwork 	<p>Jan 26 March 26 Jan 26</p> <p>Jan 26 March 26 June 26 Jan 26</p>	<ul style="list-style-type: none"> QA observations deemed as good. Froebel training for one staff member Children have the use of digital technology daily through planned provocations and activities. Engagement measured through Leuven scale recorded as high for most learners (75-90%) Evidence of consultative planning recorded and quality assured All staff will engage in all ELC network sessions and professional learning.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Encourage a literacy and numeracy rich environment which leads to high quality leaning outcomes</p>	<p>1.1, 1.2, 1.5 2.3, 2.4 1.3, 1.1, 3.1, 3.2, 2.2 1.27,3.13 1.19, 1.30 2.27, 4.11</p>	<ul style="list-style-type: none"> Staff engage in professional learning on Colourful Consonants and Vowel House to foster smooth transition across the early level. Enhance quality interactions to extend vocabulary Focus on tracking and monitoring to ensure consistency of activities and focus for observations Develop the use of problem solving activities and creative experiments Engage in STEM learning to promote curiosity and enquiry Continue planting and growing areas in the outdoor space to allow children a wider range of cooking and baking activities incorporating measure Experiences and provocations indoors should mirror those available outdoors 	<p>March 26 Jan 26 Jan 26 March 26 June 26</p> <p>Jan 26</p>	<ul style="list-style-type: none"> Two members of staff trained in CC + VH Most children (75-90%) making good progress in early level literacy Most (75-90%) children increase from baseline on listening skills. Most children regularly accessing numeracy based activities indoors or outdoors Most children (75-90%) making good progress in early level numeracy QA WL Trackers and engage in professional dialogue with nursery team Most parents (75-90%) are accessing Seesaw
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Develop the use of outdoor spaces to provide high quality interactions to build problem solving and self-directed learning</p>	<p>1.2, 2.2, 2.3 1.3, 3.2 1.27, 2.24 2.27, 3.13 4.11</p>	<ul style="list-style-type: none"> Embed the use of loose parts play to encourage problem solving and creativity Ensure learning opportunities offered indoors are also offered outdoors Develop resilience through taking and managing risks outdoors in a safe environment CLPL for staff on outdoor learning 	<p>Jan 26 Jan 26 March 26 June 26</p>	<ul style="list-style-type: none"> Increase time spent outdoors, baseline measurement to increase by 5% QA use of outdoor space and learning opportunities Children using problem solving language in risky play Children self-direct learning in the outdoor environment



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