

ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2026 / 2027



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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.

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.

Howden St Andrew's ELC

Curriculum Rationale

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!

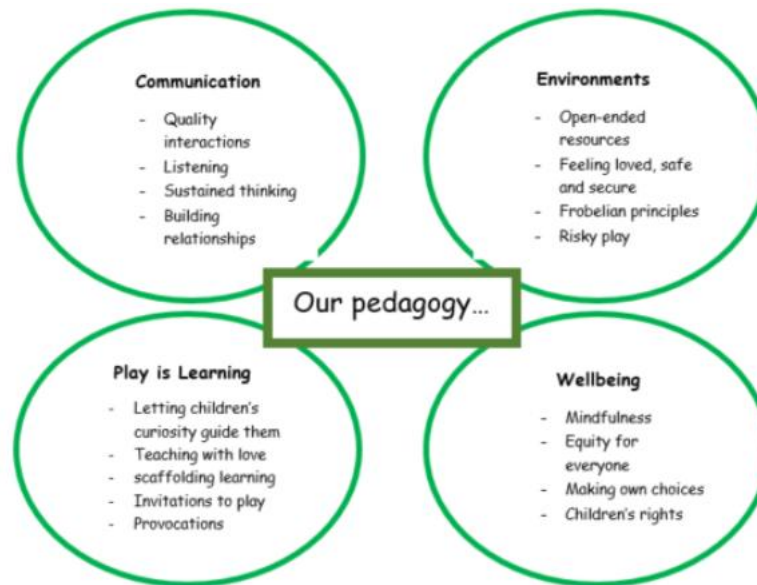


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Relationships

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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 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: Learners will extend emotional literacy skills in a developmentally appropriate way.	ELC QIF 3.1, 2.3, 2.4, 2.2, 3.2 HSCS 1.1, 1.2, 1.3, 1.4, 2.16, 2.27	- Ensure there are planned, progressive opportunities to promote wellbeing and children's rights, staff use the language of the wellbeing indicators with children - Wellbeing supported through ongoing effective personal planning - 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. - Embed the Kitbag intervention for emotional literacy - Embed the use of standardised communication aids. - EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to further develop knowledge and understanding of social-emotional development (self-regulation and executive function).	August 26 November 26 June 27 October 26 January 27 June 27 January 27 September 26 August 26	- Engage with RRS Silver Award - 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 - QA of personal plans to ensure needs are met - All staff will wear standardised communication aids to support learners - Pre- during and post-professional learning self-evaluations will show in increase in confidence in understanding social-emotional development.
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): Provide high quality play experiences for all children.	ELC QIF 2.2, 2.3, 3.1, 2.4, 3.2 HSCS 1.25, 1.27, 1.30, 2.27, 1.3	- 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, which are varied, adaptive and responsive to their needs - Children engage in learning life skills, e.g. gardening, sewing and weaving and woodwork - Continue to motivate and engage all children in consultative planning, ensuring consistency for children every day. Record evidence in floor books - Ensure children have a high level of involvement in influencing the design and use of spaces - Observations, successes and achievements to be consistently recorded on Seesaw - All staff engage in ELC network sessions across the authority	January 27 October 26 June 27 January 27 October 26 January 27 June 27	- QA observations deemed as good or better. - 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 children's input is visibly reflected in the environment (e.g. displays, layout decisions, labelled areas showing children's choices). - Evidence of consultative planning recorded and quality assured - All staff will engage in all ELC network sessions and professional learning.
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): Encourage a literacy and numeracy rich environment which leads to high quality learning outcomes	ELC QIF 2.2, 2.3, 3.2, 2.4, 3.1 HSCS 1.25, 1.27, 1.3, 2.27, 4.11	- New 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	September 26 June 27 October 26 January 27 March 27 June 27 October 26	- 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
Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making.	ELC QIF 2.2, 2.3, 2.4, 3.1, 3.2 HSCS 1.25, 1.27, 1.30, 2.27	- 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 - Review and improve environments, routines, and inclusive approaches through engagement with the Leader of Learning and Pedagogy Pioneer professional learning.	September 26 October 26 March 27 January 27 August 26	- 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



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Develop the use of outdoor spaces to provide high-quality interactions to build problem solving and self-directed learning		Engage with the Curriculum Improvement Cycle to meet learners' needs through inclusive and enabling environments, structures and routines and responsive and intentional approaches.	August 26	Children self-direct learning in the outdoor environment
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QIF ELC - Quality Improvement Framework for Early Learning and Childcare

HSCS - Health and Social Care Standards



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