



## East Calder Primary ELC – Action Plan 25/26

Desired outcomes	NIF Driver Mapping	Proposed Actions	By	Measures of Success (include performance data, quality indicators and stakeholders' views)
To create inclusive, stimulating and well-equipped play spaces that empower high quality learning experiences both indoors and outdoors supporting positive <b>health and wellbeing</b> for all.	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement Assess. of Children's Progress Performance Information	<ul style="list-style-type: none"> <li>Conduct a full audit of current indoor and outdoor spaces</li> <li>Develop a space improvement plan with timelines and staff input</li> <li>Invest in high-quality, open ended materials, regularly rotate resources to maintain engagement and reflect children's interests</li> <li>CLPL on inclusive pedagogy and environment design</li> <li>Create calm, quiet zones for sensory support</li> <li>Ensure signage, displays and imagery reflect cultural diversity and children's backgrounds</li> <li>Involve children in choosing, arranging or designing play spaces.</li> <li>Use floor books, discussions and observation to gather children's views</li> <li>Reflect children's contributions visibly in the space e.g. art/photos</li> <li>Develop zones outdoor areas e.g. nature, construction, mark making, water play</li> <li>Incorporate physical challenge opportunities e.g. climbing balance, digging</li> <li>Use outdoor space in all weather and ensure provision of appropriate clothing</li> <li>Plan provocations and learning invitations in both indoor and outdoor spaces</li> <li>Use environment as a 'third teacher' by creating interactive displays and exploratory setups.</li> <li>Schedule termly environmental review with staff and feedback from parents</li> <li>Photographic evidence of space changes and child engagement for reflections</li> <li>Adjust spaces dynamically based on child development needs and seasonal opportunities</li> </ul>	Sept 25 Ongoing Ongoing Updated regularly  Nov 25  Ongoing Ongoing  Updated frequently  Ongoing	<ul style="list-style-type: none"> <li>Child Engagement: Increased levels of sustained, independent play observed indoors and outdoors</li> <li>Learning Progress: Trackers evidence consistent improvement across all areas of learning</li> <li>Inclusivity: Resource audits confirm diverse accessible materials; parents report children feel represented</li> <li>Environment Quality: Termly audits show improved space design resource quality and learning area effectiveness.</li> <li>Stakeholder satisfaction: Most parents and staff will report positive views on the learning environment and its impact.</li> </ul>
To update our ELC – early level <b>Literacy and English</b> curriculum in line with the revised WLC progression pathways ensuring our children consistently experience well planned learning experiences.	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Practitioner Professionalism Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress	<ul style="list-style-type: none"> <li>Review the revised progression pathways – identify key changes, expectations and learning outcomes at early level.</li> <li>Audit curriculum and practice – evaluate our existing provision (planning, resources, routine, and assessment tools). Identify gaps and/or misalignments between current and renewed.</li> <li>Update planning documentation – revise long and short term planning formats to reflect the new progression milestones. Align learning experiences, outcomes and success criteria to the updated pathways.</li> <li>Enhance staff knowledge and practice through staff development opportunities. Share exemplars of good practice and clarify expectations around progression and observation.</li> </ul>	Aug 25  From Aug 25  From Aug 25  Ongoing	<ul style="list-style-type: none"> <li>Curriculum alignment: planning documents clearly reflect the revised WLC progression pathways</li> <li>Staff confidence: through staff surveys, almost all staff will report an increase of their understanding and confidence in using the updated pathways.</li> <li>Improved literacy outcomes: assessment and tracker data will show consistent progress across key early literacy skills</li> </ul>



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	<input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>Adapt literacy-rich environments – ensuing both indoor and outdoor areas are resources to support the updated outcomes (e.g. mark making, phonological awareness and storytelling).</li> <li>Incorporate child-led and adult-supported opportunities to align with new benchmarks.</li> <li>Embed formative assessment – update observation and trackers in line with reviewed pathways. Use ongoing assessment to inform planning and next steps.</li> <li>Engage parents and carers – share key changes and curriculum focus areas with familiar via newsletter. Provide home learning ideas aligned with revised pathways,</li> <li>Monitor, evaluate and adjust – collect evidence of impact (e.g. observations, child voice, and progress data). Schedule regular curriculum review points throughout the session to reflect on the implementation success and areas for improvement.</li> </ul>	Ongoing  Ongoing  Ongoing  Termly  Termly review	<ul style="list-style-type: none"> <li>Environment Support: literacy rich environments indoors and outdoors, visibly support updated learning outcomes</li> <li>Positive stakeholder feedback: parents, pupils and staff express satisfaction with the revised curriculum and its impact on children's literacy development</li> </ul>
To introduce and embed key <b>meta-skills</b> through play-based learning and ensure a consistent approach to daily 'skills time' sessions across the setting.	<input checked="" type="checkbox"/> School/ELC Improvement <input checked="" type="checkbox"/> School/ELC Leadership <input checked="" type="checkbox"/> Teacher/Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress Performance Information	<ul style="list-style-type: none"> <li>Identify core meta-skills – age appropriate e.g. collaboration, creativity, communication) and define what each skills 'looks like' in early years play contexts</li> <li>Develop a shared understanding amongst staff – through CLPL opportunities on meta-skills and their importance in early development.</li> <li>Use real life play examples to show how meta-skills naturally emerge and can be scaffolded</li> <li>Embed meta skills into play based planning – integrating into current planning formats</li> <li>Create open-ended play opportunities (construction, role play, nature exploration) that foster these skills</li> <li>Co-develop a flexible and clear purpose for skills time (daily short focus sessions fostering one or more meta-skill)</li> <li>Share consistent approaches across the setting allowing for age-appropriate variation</li> <li>Use floor books, observations or child led stories to document meta-skill development</li> <li>Gather staff reflections and children's voice on skills they are developing.</li> <li>Review and adapt approaches to ensure consistency and impact</li> </ul>	Nov 25  Nov 25  Ongoing    Nov 25  Ongoing  Regular review	<ul style="list-style-type: none"> <li>Staff Confidence: all staff demonstrate understanding and consistent use of meta-skills language in planning and practice</li> <li>Integrated planning: meta-skills are clearly embedded in weekly play-based planning and daily 'skills time' sessions</li> <li>Child engagement: children show increased collaboration, creativity and problem-solving during play</li> <li>Consistency of approach: daily 'skills time' is implemented consistently across the ELC with shared structure and intent</li> <li>Documented progress: observations and learning stories provide regular evidence of meta-skills development</li> </ul>