

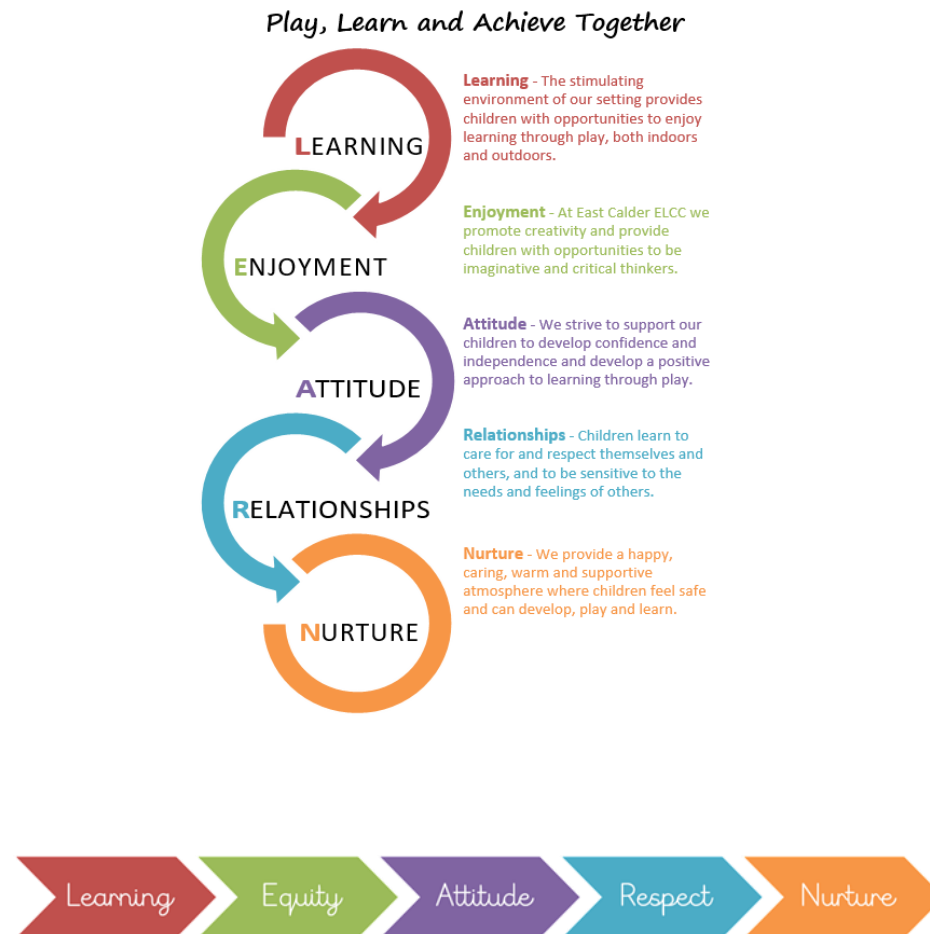
ELC ACTION PLAN – East Calder Primary School TO SUPPORT THE DELIVERY OF SIP

2026 / 2027



ELC Vision and Values – East Calder Primary School

At East Calder ELC we strive for our children to become confident individuals, successful learners, effective contributors and responsible citizens. We work together to plans a variety of expereinces and opportunities for our children and create a safe, nurturing environment for our children to **play, learn** and **achieve** together.



ELC Curriculum Rationale



East Calder ELC -ELC Improvement Planning for Ensuring Excellence and Equity

ELC priorities linked to knowledge and data	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: To create an environment and experiences that promote and develop children's wellbeing and understanding of wellbeing. (Placing the human rights and needs of every child and young person at the centre of education)	Positive relationships and wellbeing 2.21, 2.22, 3.8, 5.22	• Relaunch the HWB indicator characters and make use of the language of wellbeing daily to support understanding. • Create an emotional check in that allows staff to see how children are coming in each day so they know how to support them. • Evaluate skills time to ensure the time is meaningful and worthwhile and allows key workers to build relationships with key children. • Regularly review play areas to ensure they are well resourced and organised to allow the children to explore and make choice independently. • Create responsibilities for the children to take on throughout the day eg. Snack helper, garden checks • Evaluate distributive leadership roles to ensure staff strengths are recognised and valued and the roles are having an impact on experiences for the children. • Review ELC Vision, Values and Aims to ensure are relevant and meaningful	Oct 2026 Sept 2026 Oct 2016 Ongoing Oct 2026 Nov 2026 Dec 2026	• Almost all children will be confident using the language of the wellbeing indicators during play • Children are more confident talking about their feelings during small group time • Keyworkers able to confidently talk about strengths and next steps at Equity & Excellence tracking meetings • Child Engagement: Increased levels of sustained, independent play observed indoors and outdoors • Staff feedback on role and evident progress individual plans • Refreshed VVA with stakeholders
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): To enhance literacy and numeracy experiences throughout the setting. A rich, stimulating environment with supportive adult interactions will encourage children to develop early language and mathematical skills in meaningful and engaging ways.	Continuity and progression in the curriculum 5.23,	• Evaluate play spaces termly using the toolkits to ensure literacy and numeracy opportunities are available indoors and out. • Increase staff confidence with the progression pathways to inform planning and guide next steps. • Continue to develop use of floorbooks to evidence planning and next steps. • Increase staff awareness and confidence using the new Quality Framework to support self-evaluation. • Continue to strengthen links with the local library to enhance literacy experiences. Eg. Bookbug	Ongoing Jan 2026 Ongoing March 2026 March 2026	• Environment Quality: Termly audits show improved resource quality and learning area effectiveness. • Staff confidence: through staff surveys, almost all staff will report an increase of their understanding and confidence in using the pathways and QI Framework. • Floorbooks and Seesaw will show literacy opportunities on offer



(Placing the human rights and needs of every child and young person at the centre of education)				
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): Practitioners will work partnership to meet the needs of all learners, by collaborating closely with families, colleagues, and other professionals to support each child's development. This ensures that learning experiences are inclusive, responsive, and tailored to individual needs. By April 2027, all practitioners participating in the EYO Leader of Learning programme will consistently apply inclusive, impactful pedagogy to meet learner needs through inclusive and enabling environments, structures and routines, responsive and intentional approaches (differentiation and adaptive pedagogy), inclusion, equity and support and learning through exploration and play. (Placing the human rights and needs of every child and young person at the centre of education)	Skills for life and learning 5.19, 5.22 1.10	• Encourage parental engagement by offering more stay and play sessions, sharing learning and inviting parent helpers. • Identify children who would benefit from intervention groups and evaluate impact of the interventions termly. • Develop outdoor spaces to mirror indoor experiences and offer opportunities to be curious and manage risk. • Identify core meta-skills – age appropriate e.g. collaboration, creativity, communication) and define what each skills 'looks like' in early years play contexts • Develop a shared understanding amongst staff – through CLPL opportunities on meta-skills and their importance in early development. • EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of inclusive, impactful pedagogy. (I Do) • EYO will support the Pedagogy Pioneer to further develop their knowledge, understanding and skills required to consistently deliver inclusive, impactful pedagogy. (We do) • EYO will work with PT and Pedagogy Pioneer to plan and implement spread e.g., modelling, planning with colleagues, monitoring, quality assurance to consistently deliver inclusive, impactful pedagogy. (You do) • Develop a whole setting shared understanding through guidance and professional dialogue. • Review and improve environments, routines, and inclusive approaches. • Embed differentiation and intentional planning to meet learner needs. • Use peer observation and enquiry to reflect and improve practice. • Monitor impact through observations, engagement, and self-evaluation.	Jan 2026 Oct 2026 March 2027 March 2027 April 2027	• Feedback from parents and families • Increased home learning posts on Seesaw • Learning Progress: Trackers evidence consistent improvement across literacy and numeracy • Language of skills used in everyday learning and evident in planning • Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on inclusive, impactful pedagogy and on their abilities as a leader to improve practice in this area. • At least 90% of observed practice evaluated as good or better (QIF ELC) • Evidence of regular use of coaching between LOL and practitioners), reflection, and enquiry to improve practice (recorded through professional dialogue and take away tasks from sessions). • Improved learner engagement and participation, evidenced through observations on Seesaw. • An increase in the number of children on track in the ELC Tracker. • A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5.



Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making Staff will be up to date with curriculum developments (Placing the human rights and needs of every child and young person at the centre of education)	Staff skills, knowledge and values 1.10, 1.13	• Increase language of Rights in everyday practice and ensure displays promote rights-based practice. • Staff will be supported to engage with the new technical frameworks – • By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making, focused on the Early Level	Jan 2027 June 2027	• Language of rights will be evident in planning documents, floorbooks and displays. • Staff feedback and surveys will indicate increased confidence in new frameworks
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- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards

