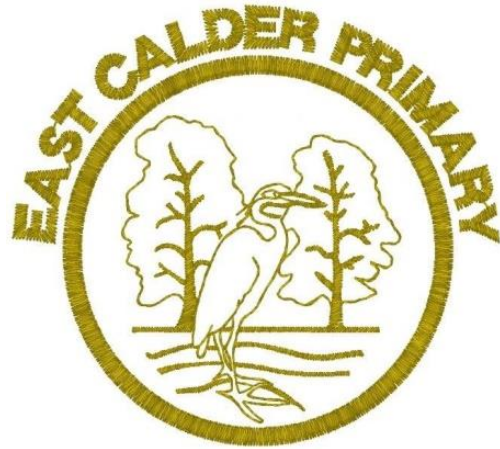


East Calder – Early Learning and Childcare Centre

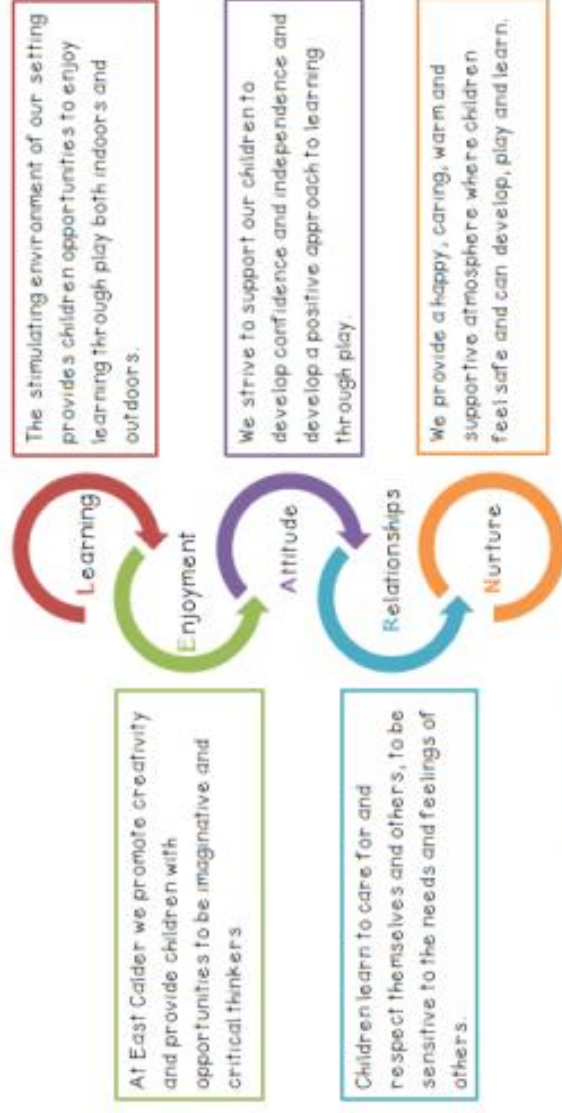


IMPROVEMENT PLAN

2023-2024



our vision, values and aims



At East Calder we promote creativity and provide children with opportunities to be imaginative and critical thinkers

Children learn to care for and respect themselves and others, to be sensitive to the needs and feelings of others.

The stimulating environment of our setting provides children opportunities to enjoy learning through play both indoors and outdoors.

We strive to support our children to develop confidence and independence and develop a positive approach to learning through play.

We provide a happy, caring, warm and supportive atmosphere where children feel safe and can develop, play and learn.



AIMS

- To foster learning opportunities that recognise and celebrate pupils individuality, develop their full potential and skills they will need to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To provide stimulating and challenging learning opportunities that will engage children and develop their curiosity, creativity, independence and resilience.
- To have a shared vision that equips our children with skills for learning, life and work.
- To nurture and promote positive relationships and develop a sense of belonging within the East Calder Primary School community.
- To cultivate an ethos of high aspirations and ambition for all our learners where attainment, achievement and participation is recognised and celebrated.



Play, learn and Achieve Together

East Calder Primary School - School Improvement Planning (Recovery Phase) 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>Improvement in all children and young people's wellbeing:</p> <p>All learners are increasingly aware of their rights and what this means for them in school, how to support themselves and their peers in ensuring everyone's rights are respected.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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 type="checkbox"/> Performance Information	<ul style="list-style-type: none"> Promote and realise children's rights and the values of respect, dignity and non-discrimination through embedding the UNCRC in all practices. Incorporate the UNCRC, its values and principles, into the learning and play in our ELC setting. Review ELC Charter together at the start of each session and share with parents and children. Regularly share core rights and explored with children in group times, play activities and learning opportunities/experiences and shared with parents via monthly sway newsletter. ELC displays promote the RRS Articles. Key vocabulary explored at group time. Learning and discussion about the UNCRC and RRS journey is shared with staff during collegiate activities and via email to ensure all staff are working together towards common goals. The RRS journey of the school is discussed at Parent Council meetings to share updates and progress to date with ELC and school parents. Work being done within ELC and classes and the school is showcased and illustrated through the school Blog and twitter. Children share and report any concerns at any time about their Rights/wellbeing through continued use of our key worker system in ELC as well as having access to well-known and familiar adults in all areas of the ELC setting. Continued access to 'The Colour Monster' book and resources to explore key vocabulary and develop understanding of the wellbeing indicators and support them to self-report on their own wellbeing. Review routines for daily check-ins to allow pupils to share their views of themselves and their emotions, reflect on their feelings 	<p>Ongoing</p> <p>Ongoing</p> <p>October 2023</p> <p>Ongoing</p> <p>Termly</p> <p>Monthly</p> <p>Ongoing</p> <p>October 2023</p>	<ul style="list-style-type: none"> All children will have a key worker. Almost all (90%+) of learners will be able to accurately self-report on wellbeing with levels improving from previous levels. Questionnaires for pupils, staff and parents – to assess baseline understanding. Application for Silver RRS award and subsequent RRS accreditation assessment visit.



East Calder Primary Early Learning and Childcare Centre (ELC) ELC Improvement Plan 2023-2024

		<p>and current experiences, and self-reflect against the wellbeing indicators.</p> <ul style="list-style-type: none"> • Ongoing opportunities for ‘Nursery Jobs and Responsibilities’ for children to encourage participation and contribution to the life of the ELC setting and develop their role within ELC e.g. Guinea Pigs • Maximise opportunities for the ‘Child’s Voice’ to be recorded and acted upon through use of consultative planning, floor books etc. and involve children in the setting up and reorganisation of learning and play areas through sourcing their ideas and suggestions and responding to their interests and needs. • Learners with Additional Support Needs have access to sensory room in school, sensory bags and other resources as required to ensure they can access the ELC curriculum. • Continue to offer high level CLPL to upskill staff and develop use of strategies to support all learners. 	<p>Ongoing Ongoing As required Reviewed termly</p>	
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners receive consistently well-planned experience and opportunities that provide appropriate challenge, differentiation and pace in numeracy and mathematics.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <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"> • Regular opportunities to complete Maths & Numeracy Audit and act on next steps/areas for development. • Provide high quality CLPL to Early Years Practitioners and PSWs (EYO to cascade information) to ensure all staff are able to effectively meet the needs of all learners. • Cluster pedagogy lead officer to support ELC staff with implementation of core tools to develop numeracy skills and to offer pedagogical support to ensure tasks are relevant, engaging, and rich. • Staff working with Pedagogy Officer to plan targeted interventions for identified children following assessment and using baseline trackers. • Based on tracker data – increased opportunities for copy and repeat complex pattern, understanding language of time and shape. 	<p>Ongoing June 2024 October/November 2023 June 2024</p>	<ul style="list-style-type: none"> • Increased tracker attainment numeracy – attainment tracking shows improvement av.70% or above across the setting (EY practitioner professional judgement) • Increased practitioner and PSW confidence surveys (numeracy) • By June 2024, almost all targeted learners will demonstrate accelerated progression within their numeracy & maths trackers. • Staff developed a consistent and shared understanding of moderation of KALS (Numeracy).
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All learners will receive engaging activities which are all matched to their needs and will</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input 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"> • Staff to continue using WLC progression pathways and key aspects of learning (numeracy & maths) to evaluate and evidence progress in learning (CfE Early Level). • Staff engaging in moderation activities to ensuring thorough and consistent understanding of RAG achievement in key aspects in numeracy & maths, and how best to support and challenge children’s learning in early numeracy and mathematics. 	<p>Ongoing Ongoing</p>	





East Calder Primary Early Learning and Childcare Centre (ELC) ELC Improvement Plan 2023-2024

<p>experience high quality support for their learning as required by the individual.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>		<ul style="list-style-type: none"> • Develop a shared understanding and consistency of high quality learning, teaching and assessment experiences in Numeracy to ensure progression. Pedagogy DHT Officer to link and liaise with EYO's. • Pedagogy DHT Officer and EYO's to implement and evaluate approaches – link to pedagogy officer role and remit. • Ensure learners experience appropriate numerical learning activities indoors and outdoors. • Cluster participation in Maths Week Scotland – focus on Maths through Stories • Digital tasks and games embedded within day to day play and learning experiences. • Enhance use of digital technologies e.g. promethean boards/iPads to develop early numeracy and mathematical learning through play experiences. 	<p>Termly – October, January and April</p> <p>Ongoing</p> <p>September 2023</p> <p>Ongoing</p> <p>Ongoing</p>	
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East Calder Primary Early Learning and Childcare Centre (ELC) ELC Improvement Plan 2023-2024

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people: (Dev Post Lead)</p> <p>All learners will have increased opportunities to develop their digital skills enabling learners to be creative and use digital technologies as a tool to meet their needs and support their learning.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Ensure consistency in planning and delivering skills based learning through Froebelian approaches and play and learning opportunities. • Develop and extend opportunities for children to lead their own learning and share and develop their interests. • Ongoing opportunities for using floor books or learning walls to effectively capture pupil voice (voice, actions, emotions) and learning journey. • Embed consistent use of online learning journals. • Key vocabulary of skills is being regularly shared with parents through online learning journals. • Following cluster collegiate input April 2023 – staff will have opportunities to investigate a range of digital technologies and best use of these at an age appropriate level to support our youngest learners. • Regular opportunities to complete digital technologies audit and act on next steps/areas for development • CLPL to be arranged around use of promethean board to support learners in ELC. • Develop a shared understanding and consistency of high quality play and learning experienced using digital devices • Digital tasks and games embedded within day to day play and learning experiences. • Development post holder to link in with EYO to offer guidance and support. 	<p>September 2023</p> <p>From August 2023</p> <p>June 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>From October 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Children are beginning to talk about the skills, including digital skills they are developing and can explain what these skills mean. • Evidence of skills based learning opportunities in ELC consultative planning and floor books. • Skills, including digital skills, are referred to regularly in an age appropriate way • Pupil voice is recorded in consultative planning and online learning journals (EY practitioners observing actions and emotions and recording the child’s voice).
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