

# LIVINGSTON VILLAGE ELC ACTION PLAN TO DELIVER SIP

2019/ 2020





## **Vision:**

We are committed to and passionate about our centre. We will work together to create a thriving community where all children can achieve their potential. We will go all out to make sure our relationships are based on trust, equality and fairness. And as a team, we will give of our best as we grow and learn together.

## **Values:**

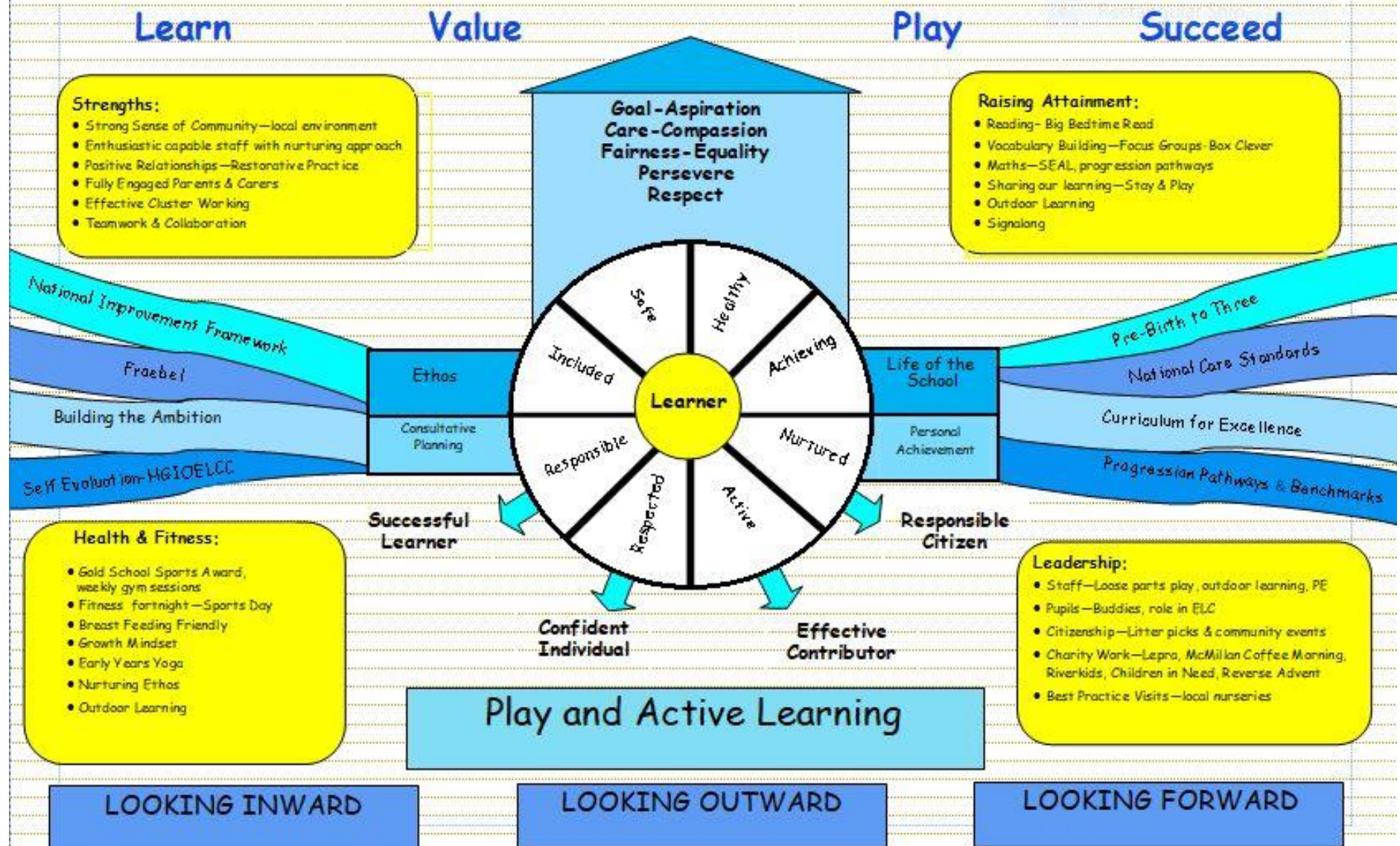
**Motto:** Learn Play Value Succeed

- Respect
- Compassion
- Aspiration
- Perseverance
- Equality

## **Aims:**

- Encourage a welcoming, caring environment where everyone can flourish, be valued and feel respected
- Promote a holistic approach where children are at the heart of the decision making
- Champion effective partnership working with home, agencies and the whole community

# LIVINGSTON VILLAGE EARLY LEARNING CENTRE



<b>Desired outcomes linked to NIF priorities</b> <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	<b>HGIOELC QIs</b>	<b>H&amp;S CS</b>	<b>Proposed Actions (Universal / Targeted) Supports for delivery (Cluster/QIP/Authority/RIC)</b>	<b>By Whom</b>	<b>By When</b>	<b>Measures of Success</b> <i>(include performance data, quality indicators and stakeholders' views)</i>
<b>Raising attainment for all:</b>  *All stakeholders engage in contributing to the rationale, design and ongoing development of the curriculum. Everyone understands what we are trying to achieve. *There is a high quality curriculum framework for children that is well matched to the stages of development.	2.2 2.7	1.30 1.31 1.32  2.11	<ul style="list-style-type: none"> <li>Refresh Vision Values &amp; Aims taking account of BtA's Image of the Child</li> <li>All stakeholders to be consulted about developing the curriculum rationale which reflects the unique context of the school</li> <li>The use of progression pathways ensures continuity and progression for all children</li> <li>SLT to lead collaborative working across Early Level to develop play based pedagogy and practice</li> <li>Parents encouraged to actively engage with learning walls &amp; Floorbooks through comments and suggestions</li> </ul>	All stakeholders  Early Years staff  Parents	Dec 2019  June 2020	<ul style="list-style-type: none"> <li>Annual Parental Survey evidences 20% improvement in parents rating the ELC as very good at seeking parental views</li> <li>Shared understanding of what curriculum rationale seeks to achieve</li> <li>90% of P1 pupils achieving expected CfE levels</li> <li>Increased staff confidence in the use of pathways</li> <li>Increase in parents comments and suggestions in Floorbooks and on Learning Walls</li> </ul>
<b>Improvement in Literacy for all:</b>  *Most children on track with early literacy skills	2.2 2.3 3.2 3.1	1.30 1.31 1.32 2.11	<ul style="list-style-type: none"> <li>Early Years development officer to support staff identify targeted children and language specific skills, implement appropriate interventions and measure impact</li> <li>Staff engage in analysing the language needs of children using the WLC ELC tracker</li> <li>SLT to continue to lead effective moderation activities to ensure consistency in quality of observations and assessments to inform Professional Judgement</li> </ul>	EY Development Officer  ELC staff  SLT Staff	June 2020  Dec 2019  Ongoing	<ul style="list-style-type: none"> <li>Child enjoyment, wellbeing, engagement and participation in interventions</li> <li>Practitioner knowledge and confidence</li> <li>Increase in numbers of children on track</li> <li>100% of identified learners in ELC setting with a language and literacy skills gap will show improvement in specified skills</li> </ul>
<b>Improvement in Numeracy for all:</b>  * Most children on track with early numeracy skills	2.2 2.3 3.2 3.1		<ul style="list-style-type: none"> <li>Cluster Numeracy Development Officer to offer SEAL CLPL for early years staff and further develop skilled questioning and higher order thinking skills</li> <li>Staff to take part in Best Practice Visits with a focus on numeracy rich environments</li> </ul>	Cluster Numeracy Development officer  Staff	Sept 2019 March 2020	<ul style="list-style-type: none"> <li>Data from ELC trackers evidences most children on track with early numeracy</li> <li>Staff report increased confidence in using SEAL approaches in ELC</li> </ul>
<b>Improvement in all children and young people's wellbeing:</b>  *Further development of children's and families understanding of GIRFEC and the wellbeing indicators supports learners to be well and do well	2.7 3.1 3.2	1.25 1.27 1.29	<ul style="list-style-type: none"> <li>Implement plan to explicitly teach wellbeing indicators over the course of the year looking at context of ELC</li> <li>Staff engage with resilience building strategies and support children to resolve disagreements, persevere with their play and show high levels of self-esteem and self-belief</li> <li>SLT to meet with parents at Stay &amp; Play sessions to share information on GIRFEC &amp; wellbeing indicators</li> </ul>	ELC Staff  SLT	June 2020  Oct 2019	<ul style="list-style-type: none"> <li>Learner conversations focus on wellbeing and children are able to talk with increased confidence about the indicators and are able to self-assess</li> <li>Survey results show an increase in parents understanding of GIRFEC &amp; wellbeing indicators</li> </ul>
<b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>  *Children are able to demonstrate a range of significant skills for life and learning and can apply these skills in a range of contexts, including unfamiliar settings.	3.3	1.10 1.25 1.27 1.29	<ul style="list-style-type: none"> <li>Continue to develop a range of effective partnerships with the wider community to offer children meaningful experiences and encourage awareness about the world of work</li> <li>ELC practitioners will increase their knowledge of Executive Function Skills</li> <li>Staff to use tracker to identify gaps in executive functions</li> <li>Develop strategies for children to further develop skills</li> </ul>	Partners Parents  ELC staff	June 2020  Dec 2019	<ul style="list-style-type: none"> <li>Increase in the number of parents and members of the community who visit ELC to share work experiences</li> <li>Pre and Post tracker data</li> <li>Practitioner confidence in knowledge and understanding of executive function</li> <li>Measures demonstrate higher frequency of use of executive function in targeted children</li> </ul>