

# **LVPS ELC ACTION PLAN TO DELIVER SIP**

**2020 / 2021**





## **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: Play is the Way!**

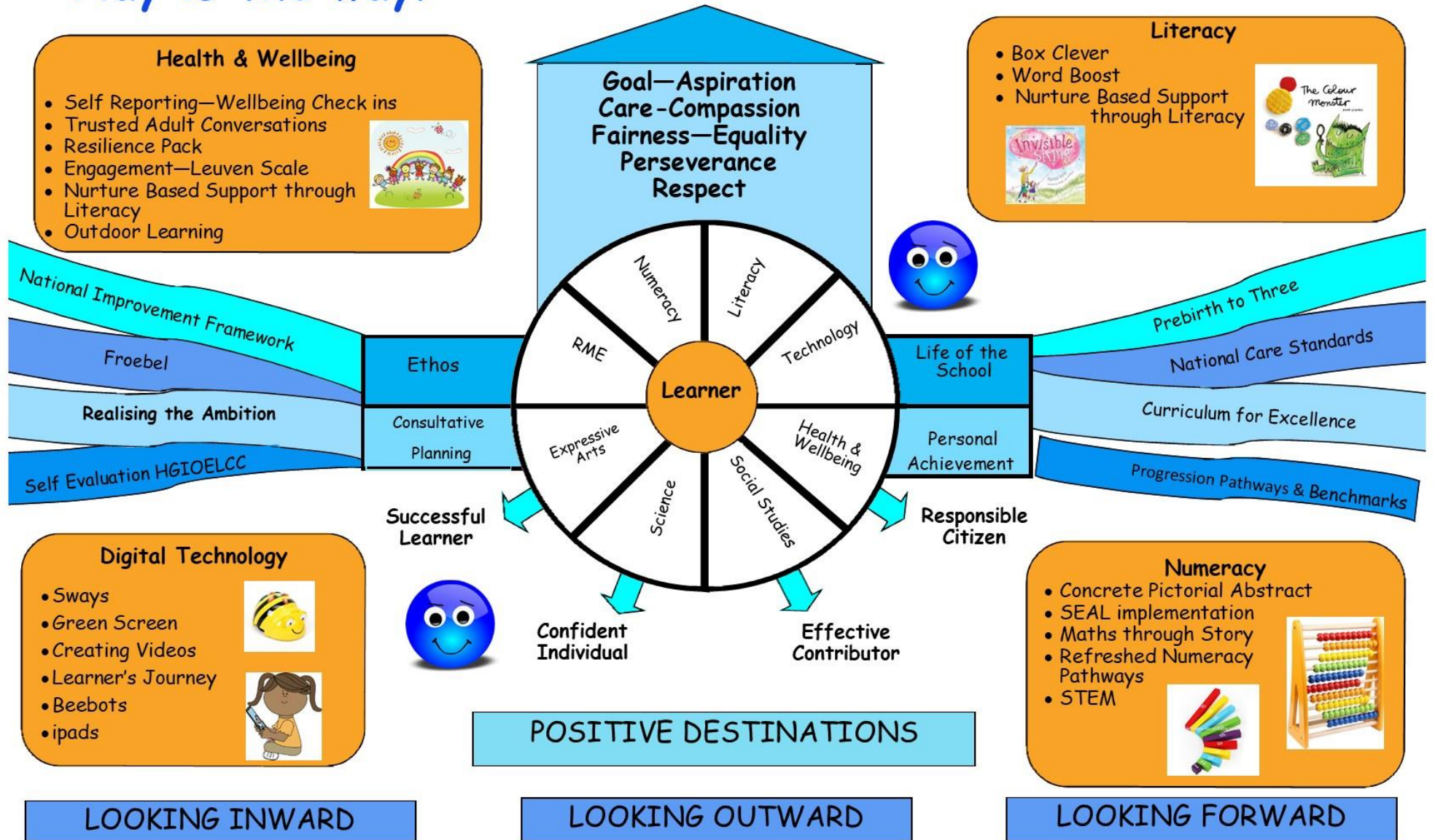
- Respect
- Compassion
- Aspiration
- Perseverance
- Equality

## **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 ELC Recovery Curriculum Rationale

## Play is the way!



• **Anywhere School** - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <ul style="list-style-type: none"> <li>The whole learning community has a shared understanding of wellbeing and is sensitive and responsive to the needs of each individual.</li> <li>Further development of children's and families understanding of wellbeing indicators supports learners to be well and do well</li> <li>Most children are able to talk about what they can do when faced with difficult situations and can identify people they can talk to if needed.</li> </ul>	<ul style="list-style-type: none"> <li>Staff engage in Whole School Nurture training supported by Educational Psychologist &amp; H&amp;WB Champion.</li> <li>Staff offer nurture based support through stories.</li> <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>Opportunities for quality outdoor learning experiences are increased and areas identified in local environment where learners can regularly visit and be inquisitive, imaginative and take risks in their learning while exploring the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Jan 2021 – H&amp;W Champion</li> <li>Ongoing all year</li> <li>Ongoing all year</li> <li>Ongoing all year SLT</li> </ul>	<ul style="list-style-type: none"> <li>Learners can confidently talk about what they would do when they were facing difficult situations and could identify someone who could help them.</li> <li>Learners and their parents report they feel they are being better supported and know how to access help if needed.</li> <li>Learner conversations focus on wellbeing and children are able to talk with increased confidence about the indicators and are able to accurately self-assess.</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <ul style="list-style-type: none"> <li>Most children on track with early literacy &amp; numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>SLT &amp; staff engage in analysing the language needs of children using the WLC ELC tracker and identify targeted children to implement appropriate interventions (Word Boost &amp; Box Clever) and measure impact.</li> <li>Staff attend training for Word Boost and implement whole school approach.</li> <li>Embed the use of WL Early level Literacy &amp; Numeracy progression pathways.</li> <li>ELC Staff attend CLPL on Leuven scale and analyse learner's levels of engagement, seeking ways to increase levels through support and a range of rich learning experiences.</li> <li>SLT &amp; staff engage in analysing the numeracy needs of children using the WLC ELC tracker and identify targeted children to implement appropriate interventions and measure impact.</li> <li>Embed SEAL approaches across ELC and build a numeracy rich environment.</li> </ul>	<ul style="list-style-type: none"> <li>Oct 2020 – SLT &amp; all staff</li> <li>Sep 2020 – AMcG &amp; early years staff</li> </ul>	<ul style="list-style-type: none"> <li>Data from ELC trackers evidence most children on track with early literacy and numeracy skills.</li> <li>Staff report increased confidence in using SEAL approaches and are better able to support learners who are struggling.</li> </ul>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <ul style="list-style-type: none"> <li>Through careful observation and effective analysis of assessment information, children's needs are identified early and appropriate, proportionate and timely support is put in place for the most disadvantaged learners.</li> </ul>	<ul style="list-style-type: none"> <li>SLT &amp; staff engage in analysing the numeracy needs of children using the WLC ELC tracker and identify targeted children to implement appropriate interventions and measure impact.</li> <li>Embed SEAL approaches across ELC and build a numeracy rich environment.</li> </ul>	<ul style="list-style-type: none"> <li>Sep 2020 – staff &amp; CS</li> <li>Ongoing all year – EYO &amp; staff</li> </ul>	<ul style="list-style-type: none"> <li>Number of learners who are rated a star for engagement increases by 2.5%</li> <li>H&amp;WB Data analysis shows number of learners assessed in red has decreased to below 1% and confidence levels have increased by 2%</li> </ul>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <ul style="list-style-type: none"> <li>Learners are highly motivated and fully engaged in a wide range of rich and challenging experiences on offer indoors and outdoors.</li> <li>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.</li> <li>Community links and effective partnership working ensure children flourish in an enterprising culture.</li> </ul>	<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 staff to familiarise themselves with Skills Progressive framework for DYW at early level and through professional dialogue identify further opportunities for learners to develop skills and be able to talk about the world of work in a meaningful way.</li> <li>Staff consult learners and parents about how the ELC will engage in enterprise throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing all year – staff &amp; SLT</li> <li>June 2020 – SLT &amp; staff</li> <li>Ongoing all year – staff &amp; SLT</li> </ul>	<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>Staff report a better understanding and an increase confidence in using Skills Progressive Framework at the early level.</li> <li>During learner conversations with SLT children can share how their views are listened to and how they have been able to raise funds for ELC throughout the academic year.</li> </ul>