

# Livingston Village Primary and ELC

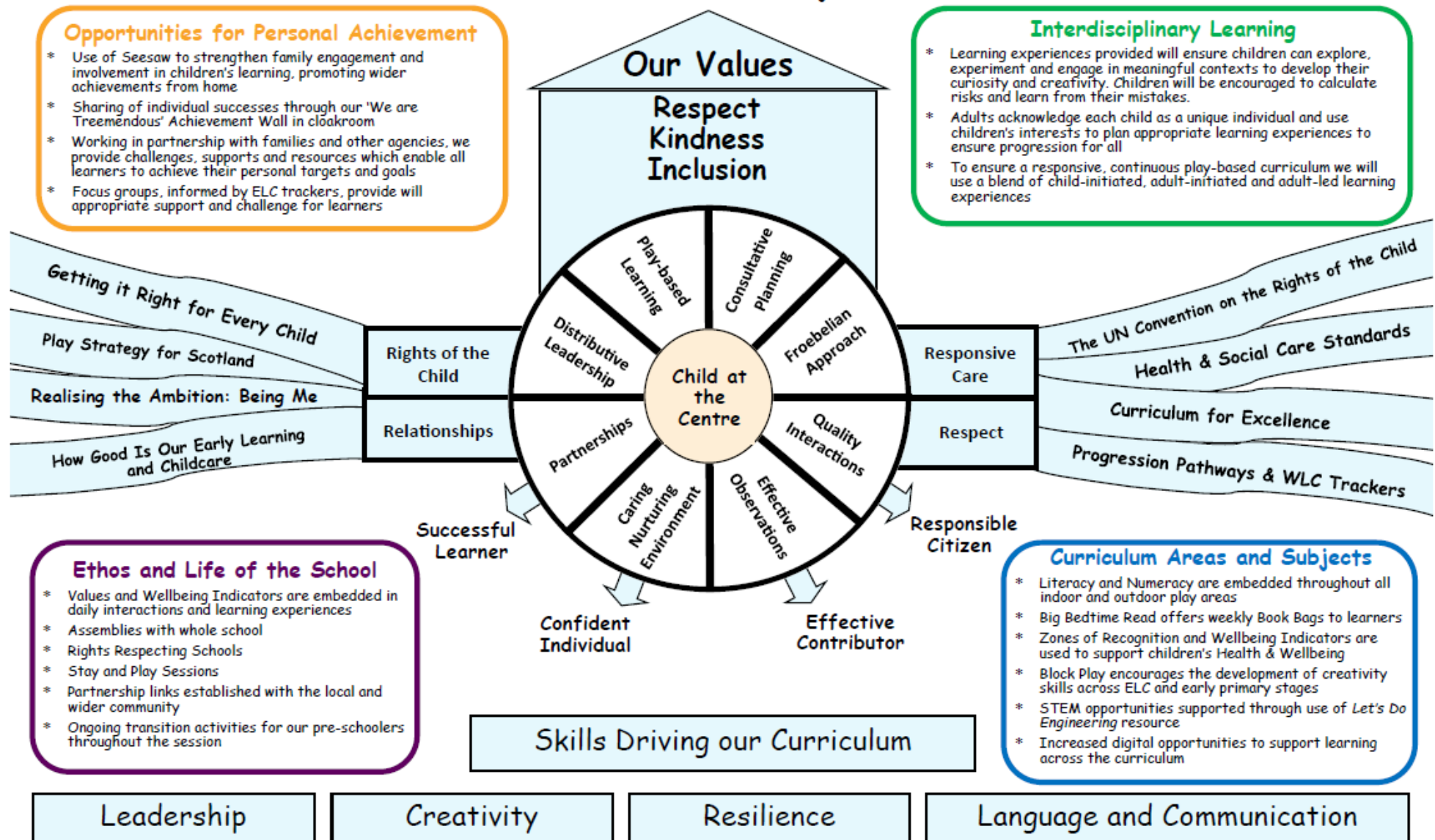
## ELC Action Plan

2023 / 2024



# Livingston Village ELC Curriculum Rationale

## Learn Value Play Succeed



## Our Vision and Values

We consulted with learners, families and staff to refresh our Vision, Values and Aims

### Our Vision

We are committed to working together and in partnership to provide a safe, nurturing environment which promotes equity and equality for all.

### Our Values

**Kindness, Respect, Inclusion**

*Developing a shared set of values is important to our ELC community in the work that we do and the way that we do it. Our vision and values give us a clear sense of purpose and we continue to explore what our values mean to us, how they influence the way we behave and work effectively together. We regularly discuss how equity sits at the heart of our values.*

### Our Motto

**Learn Value Play Succeed**

*We all aspire to be the best we can be. Leadership is fostered at all levels and learner's voices are heard and acted upon allowing for an engaged, relevant and agile learning environment. (Article 12 UNCRC)*

### Our Aims

Create an inclusive environment where everyone feels valued and included as part of our learning community.

Promote a child-centred approach where children develop a positive sense of self and are at the heart of the decision making.

Build strong links with parents and work in partnership with external partners to be responsive to the uniqueness of each child and family.

### Our Core Skills

**Creativity, Leadership, Resilience, Language and Communication**

## Livingston Village Primary ELC - Improvement Planning to Ensure Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC and NH&SCS	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <ul style="list-style-type: none"> <li>Children's emotional wellbeing is improved through targeted interventions</li> </ul>	<p>1.3</p> <p>2.2</p> <p>2.3</p> <p>2.7</p> <p>3.1</p>	<p><b>Zones of Regulation</b></p> <ul style="list-style-type: none"> <li>New daily check-in system introduced to support all children in expressing their feelings as they self-register in the morning and at the end of session</li> <li>Continue to develop the children's awareness of the Zones of Regulation and introduce to new learners</li> <li>Leading Staff to complete final training module and cascade learning to all staff</li> <li>Provide further opportunities for collaborative working with Early Level school staff to develop a strong sense of belonging and community</li> </ul> <p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>Continue to embed key principals of UNCRC Framework within daily practice and introduce the language of Rights to new learners while consolidating for returning learners</li> <li>Provide further opportunities for collaborative working with Early Level school staff to ensure continuity for learners and to ensure learning is embedded</li> <li>Share our journey to achieving our Gold Award with other colleagues at the Early Level Conference</li> <li>Continue to liaise with parents to develop an understanding of Children's Rights</li> </ul> <p><b>Wellbeing Indicators</b></p> <ul style="list-style-type: none"> <li>Continued use of vocabulary throughout daily practice, introducing indicators to our new learners</li> <li>Collaborative working with P1 staff to ensure Wellbeing Indicators are continued into and throughout the school</li> <li>Ensure indicators are more clearly evident in the children's learning by including them more prominently in floorbooks and displays</li> <li>Create a new child-friendly story of the Wellbeing Indicators and share with P1 learners</li> </ul>	<p>Sept 23 onwards - All staff/PT</p>	<ul style="list-style-type: none"> <li>Almost all pre-school children will be supported to obtain green on the tracker for HWB statements</li> <li>Increased staff confidence in using the Zones of Regulation colours and language in their interactions with children</li> <li>Leading staff will have completed all modules of the Zones of Regulation Training by December 2023</li> <li>Most of our new learners can use some of the UNCRC language</li> <li>Our practice will embed the four key principals of the UNCRC Framework (Articles 2,3,6,12) in line with our Vision, Values and Aims</li> <li>Staff feedback will be collected on the impact of the collegiate sessions between ELC and P1</li> <li>Staff will present confidently and successfully at the Early Years Conference</li> <li>Staff are making increased and more confident use of language of the Wellbeing Indicators during interactions with learners</li> <li>ELC staff will share the Indicators names and icons with P1 staff and these will be used in practise daily</li> <li>Indicators visible in floorbooks and on wall displays</li> <li>Completed floorbook and children interacting with this regularly</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <ul style="list-style-type: none"> <li>Children's ability to lead learning is enhanced by involvement in development of our curriculum</li> <li>Children's learning experiences are improved through the consistency of learning approaches across the ELC</li> </ul>	<p>2.2</p> <p>2.3</p> <p>3.2</p> <p>3.3</p> <p>1.2</p> <p>2.2</p>	<p><b>Curriculum Rationale</b></p> <ul style="list-style-type: none"> <li>Review our current Aims to ensure these reflects the views and needs of our stakeholders</li> <li>Enhance children's ability to lead learning and inform the planning process by developing staff understanding of Creativity Skills</li> <li>Revise leadership roles to ensure enhanced provision and quality learning experiences for all learners, focusing on developing creativity skills</li> <li>Leading staff to ensure completion of environmental audits and update resources and areas to promote a literacy and numeracy rich environment</li> <li>Continue to embed the Big Bedtime Read and review parental feedback</li> <li>Establish regular parental engagement opportunities within the setting</li> </ul>	<p>Sept 23 – All staff/PT</p> <p>August onwards – All staff</p>	<ul style="list-style-type: none"> <li>Analyse parental feedback</li> <li>Children's voice and experiences will be evident on walls and in the floorbook</li> <li>Audits are completed termly and our environment refreshed regularly with a focus on literacy and numeracy, both indoors and outdoors</li> <li>All children are engaging with the Big Bedtime Read</li> <li>Increased engagement from parents, both in person and through Seesaw</li> </ul>

<p><b>Closing the attainment gap between the most and least disadvantaged children:</b></p> <ul style="list-style-type: none"> <li>Children's capacity as learners will improve as a result of planned interventions in literacy, numeracy and health and wellbeing</li> </ul>	<p>2.3</p>	<ul style="list-style-type: none"> <li>Introduction of Seesaw to share learning with families - training for all staff to ensure this is used to profile learning effectively</li> <li>Analyse data from previous submitted trackers and use these to inform planning – continuing with focus groups informed by the Trackers in order to support and challenge our learners</li> <li>Establish an inclusive environment for all with staff making consistent use of signifiers, PECS and Signalong to support learners with ASN</li> <li>All staff trained in Box Clever and begin to use this approach to support learners</li> <li>All staff trained in the SCERTS model and introduce this framework as a means of improving communication and social-emotional abilities of our learners with ASD</li> </ul>	<p>August onwards – All staff</p>	<ul style="list-style-type: none"> <li>Almost all children will be able to discuss their learning and achievements</li> <li>New tracker record sheets will be introduced and used effectively by all staff to ensure that all children receive appropriate support and challenge</li> <li>Increased use of signifiers, PECS and Signalong in daily routine</li> <li>Box Clever to be evident in daily practice</li> <li>All staff are fully trained in SCERTS framework and are using this to support learners with ASD</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>Children's experiences are enhanced through partnership working within their local community</li> </ul>	<p>2.7 3.3</p>	<ul style="list-style-type: none"> <li>Continue to build and maintain partnerships within the local community - Kirk Lane Care Home, the church, First Class Private Nursery, litter picking opportunities</li> <li>Establish regular outdoor learning sessions</li> <li>Promote STEM and develop creativity skills through providing more opportunities for engineering play</li> <li>Challenge gender and stereotyping in the workplace</li> </ul>	<p>August onwards – All staff</p>	<ul style="list-style-type: none"> <li>All children experience regular visits into the local community</li> <li>All children are given opportunities to engage in regular outdoor learning sessions</li> <li>Planning and Floorbooks will evidence increased opportunities for learning through STEM</li> </ul>