ELC ACTION PLAN
TO SUPPORT THE DELIVERY OF SIP

2026 / 2027

ELC Vision and Values

Our Vision

- To create a stimulating and nurturing learning environment where children are encouraged to have enquiring minds and the opportunity to reach their full potential as independent learners.

Our aim is for the children

- To be happy
- To have confidence
- To feel included
- To care for themselves and others
- To be excited about learning

Our nursery values

- Kind
- Caring
- Creative

ELC Curriculum Rationale

We believe that education should do more than deliver knowledge; it should develop character, nurture wellbeing, inspire lifelong curiosity and be exciting to learn. The foundation of our curriculum is strong wellbeing and positive relationships—when children feel safe, valued and connected, all other learning can flourish. Our curriculum places children's rights at its centre, guided by the principles of the UNCRC, empowering learners with voice, choice and autonomy, underpinned by our values of kindness, caring and creative. We are committed to providing a curriculum that is inclusive, equitable and ambitious for all, ensuring every child feels happy, confident and included; through strong family and community links, we create meaningful learning experiences connected to our local context and the wider world. Through high-quality learning, we support children to become successful learners, confident individuals, responsible citizens and effective contributors. Our approach, including outdoor experiences and a strong focus on wellbeing, develops the skills, knowledge and dispositions needed for life, fostering confidence, resilience and independence so every learner can thrive now and in the future.

Kirknewton 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: Continue to develop HWB approaches to ensure learners understand their own wellbeing, and are able to understand their own self-regulation strategies and conditions that help them to develop. **(Placing the human rights and needs of every child and young person at the centre of education)**	**Leadership** -staff skills, knowledge and values **Children play and learn** -play and learning -curriculum -learning, teaching and assessment **Children thrive and develop in quality spaces** -quality, safety and maintenance of spaces **Children are supported to achieve** -nurturing care and support -wellbeing, inclusion and equality -safeguarding and child protection 1.2, 2.3, 4.1, 1.25, 2.27	• Continue to embed the Colour Monster and Zones of Regulation to support children's understanding of emotions and ability to self and co-regulate. • Increase awareness of the UNCRC within the nursery and home through 'Rights Rabbit'. Children to learn and identify their rights through well-known fairytales and the responsibilities that comes with them. Children to rotate taking Rights Rabbit home to increase parent/carers awareness and importance of children's rights. • Embed Playbox and Sensory Circuits intervention groups and obtain training for new interventions including Box Clever, TACPAC and Block Play within the nursery routine. • Create an interactive ASN wall display with ready to use resources to support ASN including song and object signifiers, talking mats and differentiated feelings charts. • Increase children's sensory opportunities to support emotional regulation including access to the sensory room, massage and relaxation sessions and dark den sensory experiences. • Increase communication strategies across the nursery including talking mats, language aided boards and 'Sign of the Week'. • Staff to undertake best practice visits to observe good practice in supporting ASN. • Embed the SHANARRI characters into everyday practice through individualised SHANARRI songs. • Issue a HWB flyer to parent/carers to give advice on how to support their child's HWB development. • Revisit and evaluate nursery values in line with the school's values and raise awareness and meaning of these within the nursery setting • Include personal achievements in nursery displays and on the monthly learning sways.	Oct 2026 Dec 2026 June 2027 Dec 2026 Dec 2026 June 2027 June 2027 March 2027 June 2027 June 2027 Oct 2026	Reduced incidents of dysregulation and increased self or co-regulation observed in the setting. Pupil and parent/carer's increased awareness of their rights. Increased engagement and progress recorded on intervention tracking grids. Daily access and use of interactive ASN wall display to support dysregulation meeting learner's needs more effectively and efficiently. Positive effect and reduction on the level of dysregulation. Children have access to a variety of ways to communicate and express their needs to receive the support they need. Increased awareness of the HWB indicators and their importance. Higher engagement from parents whilst supporting their child's HWB development. Parent/Carer feedback when revisiting and revising the nursery values. Increased parent/carer engagement when celebrating children's successes.
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): Improve learners' experiences within literacy and numeracy by developing high-quality interactions and learning	**Leadership** -staff skills, knowledge and values **Children play and learn** -play and learning -curriculum -learning teaching and assessment **Children thrive and develop in quality spaces**	Literacy • Increase children's vocabulary by displaying and sharing the 12 identified nursery rhymes with parents. Create a display with voice recorded buttons to make interactive wall displays and QR code leaflet for parents. • Issue a literacy flyer to parent/carers to give advice on how to support their child's literacy development. • Further embed Bookbug sessions within the nursery practice and family fun sessions	June 2027 June 2027 Oct 2026	Improved results from baseline Word Boost and Renfrew assessments. Progress recorded on literacy trackers. Higher engagement from parents whilst supporting their child's literacy development. Most children find success in exploring rhythm, rhyme, pattern and syllables through stories and music.

within the nursery environment and routines. **(Placing the human rights and needs of every child and young person at the centre of education)**	-quality, safety and maintenance of spaces **Children are supported to achieve** -children's progress 1.25, 2.27, 2.8, 3.12	• Embed 'literacy take home bags' to share ideas and develop literacy skills at home. • Literacy 'Try at Home' tasks linked to consultative planner. • Introduce 'Colourful Semantics' into Skills Time Sessions and extend into nursery provocations. • Purchase and incorporate EAL books within the nursery environment and lending library. Seek advise from SALT for EAL support. Introduce book reviews within the lending library. • Best practice visit to observe Scribble Club and incorporate within nursery pedagogies. Numeracy • Embed 'numeracy take home bags' to share ideas and develop numeracy skills at home. • Numeracy 'Try at Home' tasks linked to consultative planner. • Issue a numeracy flyer to parent/carers to give advice on how to support their child's numeracy development. • Increase the presence of numeracy and mathematics outdoors in the garden and hut including number through nursery rhymes and stories. • Targeted Skills Time sessions based on red/amber areas identified on the trackers, particularly for new tracker statements.	Oct 2026 June 2027 Dec 2026 March 2027 Dec 2026 March 2027 June 2027 June 2027 Dec 2026 Oct 2026	Higher engagement with home and progress recorded on literacy trackers. Most children able to identify who, doing, what and when reading and creating stories. Strengthened support to EAL pupils and progress made in learning English and understanding the environment around them, Deeper understanding of early writing skills and how the intervention can support the emergent writing process. Increased understanding from parent/carers on how to support their child's numeracy development. Most children made good progress on numeracy and mathematics trackers. Higher engagement in numeracy-based tasks/provocations both indoors and outdoors. Areas for development identified on trackers and focussed Skills Times sessions addressing this.
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): To ensure all children's needs are met and attainment is progressive regardless of circumstances and disadvantages. **(Placing the human rights and needs of every child and young person at the centre of education)**	**Leadership** -staff skills, knowledge and values **Children play and learn** -play and learning -curriculum -learning teaching and assessment -children's engagement **Children thrive and develop in quality spaces** -quality, safety and maintenance of spaces **Children are supported to achieve** -children's progress	• Continue to raise awareness of support services available to parents/carers e.g. OT, SALT, HV, and ASN focus sessions lead by WLC EYT • Consult with the parent council representative to seek guidance and ideas on ways to support closing the attainment gap • Embed tracking of pupil's attainment and HWB development through the identification of the 'Focus Child' on a weekly basis. • Continue identifying overall group and individual targeted next steps for pupils through close monitoring of the trackers and close attainment gaps through focussed, high quality Skill Time sessions, nursery experiences and provocations.	June 2027 Dec 2026 Oct 2026 Oct 2026 - June 2027	Parent/carer raised awareness to know of wider supports available. Reduction on attainment gap. Targeted tracking of pupil progress and improvement from Focus Children. Direct links made with planning and tracker, progress tracked to date to inform future planning.

Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making **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** Through attendance of the EYO Leaders of Learning programme and cascading to staff, the curriculum 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)**	**Leadership** -staff skills, knowledge and values **Children play and learn** -play and learning -curriculum -learning, teaching and assessment **Children thrive and develop in quality spaces** -quality, safety and maintenance of spaces **Children are supported to achieve** -nurturing care and support -wellbeing, inclusion and equality -safeguarding and child protection 1.2, 2.3, 4.1, 1.25, 2.27	• 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 HT 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. • Reintroduce parent and child forest intervention groups and fire pit experiences throughout the year. • Explore staff training in work bench experiences • Increase access and use of the school's outdoor areas and grow fruit and vegetables. • Promethean board staff training to increase variety of digital experiences for all pupils. • Make stronger connections between the indoor and outdoor environment including SIMOA. • Undertake and action outdoor environmental audits. • Permeate podcast opportunities throughout the nursery to capture pupil voice. • Increase ICT skills by further embedding Digiduck to raise awareness of online safety (CEOP and You Think You Know) and data collecting through Microsoft Forms.	June 202O June 2027 June 2027 June 2027 October 2026 March 2027 October 2026 June 2027	Evidence of intentional planning for social-emotional development (e.g., in routines, spaces, interactions and experiences). Self-evaluation of current curriculum and practice. Action plan created and implemented based on progress made during LOL sessions. Increased parent/carer engagement with forest sessions. Widened staff knowledge of work bench and possibilities. Deeper understanding of where food comes from and widen nutritional knowledge. Reinforced message of safety through the use of SIMOA and Digiduck. A rise in gathering pupil voice through podcasts and responding to ideas and requests where possible.

★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare

★ HSCS - Health and Social Care Standards