



**UPHALL ELC ACTION PLAN
TO SUPPORT DELIVERY OF SIP**

2024 / 2025



Courage

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Relevance

Values

Our ELC Vision and Values and Aims:

Our ELC Vision is:

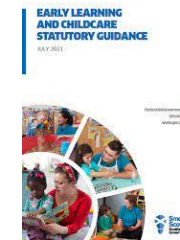
Uphall Learning Community uses positive relationships to develop resilience and independence in our learners supporting them to achieve their full potential.

Our Values are:

Play, Independence, Nurtured, Safe

Our Aims are to:

- Create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated
 - Foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children
 - Develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable
 - Promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to learning and challenge



Our Curriculum Rationale:

- We believe our effective curriculum, takes place within a culture of high ambition and where the whole child and their family are supported to learn, achieve and thrive.
- We work collaboratively to develop our curriculum which is underpinned by our vision and values for our school community.
- When designing our curriculum, we considered the needs and uniqueness of our local area, our attainment results, current environmental factors and what our learners and families wanted.
- We want our curriculum to develop independence, where children have a strong voice and where personalisation and choice is built into their everyday experiences. We aim to ensure that learners have the opportunity to apply skills and knowledge across all of their learning, foster creativity, curiosity, enquiry and use technology as an everyday tool to support an agile learning culture within school.
- Our curriculum aims to help every learner in Uphall Primary School and ELC develop knowledge, skills and attributes for learning, life and work and we are making sure that every pupil acquires the four capacities of Curriculum for Excellence to be: **Successful Learners**, **Confident Individuals**, **Effective Contributors**, **Responsible**




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<p>Values</p> <p>Uphall PS and ELC provides a safe and nurturing environment in which all learners are valued and respected. We continue to develop:</p> <ul style="list-style-type: none"> An engaging curriculum which is meaningful and demonstrates clear progression, challenge, meets the needs of individuals and cultivates the transfer of skills An ethos which promotes a positive attitude to learning and values the achievements and success of all To provide children with opportunities to develop their abilities within the four capacities, Successful Learner, Responsible Citizen, Effective Contributor, Confident Individual, Our shared understanding of GIRFEC Wellbeing Indicators The implementation of effective strategies to ensure positive wellbeing –Nurture, Emotion Works, Zones of Regulation and our Positive Relationship Policy Developing resilience and confidence in learners through a growth mindset approach 	<p>Totality of the Curriculum</p> <p>The school community is committed to the continuous development of a learning experience which is motivating, engaging and challenging. We continue to develop:</p> <ul style="list-style-type: none"> Our planning approaches to meet the needs of all learners Meaningful and skills-based progression pathways for curricular areas A curriculum which engages learners and provides opportunities for independent and collaboration tasks A curriculum which provides relevant and meaningful links with our local and wider community, skills for life and work, and Developing Young Workforce Further opportunities for the recognition of personal and wider achievement and successes Planned opportunities for using the outdoor environment to enhance learning Use of digital technologies to deliver learning experiences to widen accessibility and personalisation and choice 	<p>Learning and Teaching</p> <p>Uphall PS and ELC strives to ensure learning and teaching is of the highest quality for all learners by further developing:</p> <ul style="list-style-type: none"> Stimulating, innovative and engaging learning opportunities through a range of high-quality teaching approaches A shared understanding of pedagogy and high-quality learning and teaching approaches Formative Assessment Strategies to ensure effective differentiation, pace, challenge and application Consistent and effective use of LI and SC to ensure learners have full understanding of learning Our understanding of benchmarks within CfE and embed this within our practice Our professional judgement, assessment and moderation procedures to validate achievement of a level Implementation of initiatives – Emotion Works, Word Boost, Mighty Writer, Number Talks, 5 Minute Box, IDL, Zones of Regulation
<p>Experiences and Outcomes</p> <p>Staff have engaged with the Experiences and Outcomes to inform learning. We continue to develop:</p> <ul style="list-style-type: none"> Curriculum progression pathways to ensure all learners receive a curriculum which meets their needs Our knowledge and understanding of the benchmarks to support achievement of a level Creative and innovative experiences across all curricular areas Professional knowledge and understanding of key documentation, current curricular developments to inform practice. Curricular transition at key stages across the school to ensure seamless progression and achievement in learning Experiences outwith school community to broaden learning opportunities 	<div style="text-align: center;">  <p>Uphall Primary School and ELC</p> <p><u>Curriculum Strategic Plan</u></p> <p>Uphall Learning Community uses positive relationships to develop resilience and independence in our learners supporting them to achieve their full potential.</p> <p>Reviewed: May 2023</p> </div>	<p>Entitlements</p> <p>All Learners have access to a broad general education providing high quality learning experiences. We continue to develop:</p> <ul style="list-style-type: none"> Planned opportunities to further develop the four capacities through pupil voice/leadership, and opportunities to collaborate Shared understanding of GIRFEC Wellbeing indicators and recognise them within our daily life, regular opportunities for self-reporting Supporting learners to develop ‘Skills for life’ and to understand these skills are transferable and aid them to fully embrace their education Pupil engagement in the life of our school through whole school celebrations, shared experiences and opportunities to express views Ensure learners experience the 4 Contexts for Learning – curriculum areas and subjects, IDL, ethos and life of school, opportunities for personal achievement Strategies and initiatives to close the poverty related attainment gap and ensure equity for all
<p>Personal Support</p> <p>Uphall PS and ELC encourages all learners, staff and wider school community to have a Growth Mindset, ‘Can do’ attitude to all aspects of learning. We continue to develop:</p> <ul style="list-style-type: none"> Positive attachments with all learners which promotes resilience, confidence and sense of pride and achievement The approaches staff use to support learners to understand their next steps in learning and how they can reach their full potential Identifying the needs of individual learners through high quality interventions, professional dialogue, moderation and summative and formative assessment strategies Positive relationships with all stakeholders to support learners including our most vulnerable Targeted interventions to support the needs of identified individuals and strive to close the attainment gap Learners who are confident, responsible, independent and resilient learners through Emotion Works and nurture 	<p>Principles</p> <p>Uphall Staff have evaluated current practice against the design principles. We continue to develop:</p> <ul style="list-style-type: none"> Pupil Voice/Leadership providing further opportunities for personalisation and choice, skills for life, learning and work Learners as investors in their learning – leading learning, support others and developing a wide variety of skills and knowledge which will prepare them for life of work Learner involvement in planning using Learning Walls and high-quality questioning and dialogue Professional knowledge and understanding of curriculum principles and increased expectations Effective use of professional documentation to support practice Growth Mindsets in all our learners and staff insisting on a can-do attitude 	<p>Assessment and Self-Evaluation</p> <p>Assessment information informs next steps in learning and teaching. We continue to develop:</p> <ul style="list-style-type: none"> A shared understanding of the moderation process through regular quality opportunities within literacy and numeracy A shared understanding of benchmarks/progression pathways and use a range of evidence to inform next steps in pupil learning Robust Tracking and Monitoring Systems which support analysis of data to impact on learning Further support to understand and analyse data to improve outcomes for learners and inform next steps Excellence and Equity meetings to provide opportunities for professional dialogue on learner attainment and achievement and how to support A shared understanding and active involvement in self-evaluation, review current practice and ensure it is fit for purpose to support improvement A shared understanding of the philosophy and pedagogy of profiling - use of Glow Blogs and Seeaw to provide pupils with ownership and to reflect on their learning, progress, successes and achievements



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Uphall -ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC, QFDCCSA*, CNH&SCS,	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people’s wellbeing:</p> <p>All children will benefit from the implementation of approaches that are tailored to meet their individual needs.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>3.1 2.6 HGIOELC</p> <p>1.2, 2.3, 4.2, 1.6 CNH &SCS, QFDCCSA</p>	<ul style="list-style-type: none"> The majority of staff in the ELC will complete an inclusive environment audit Most staff will undertake zones of regulation <i>training</i> and identify 2 areas of improvement Almost all staff will refresh their knowledge of the circle document and use the participation scale to develop their support approaches Most staff will undertake training on inclusive approaches like Tacpac and sensory profiles Most children will participate in planned activities to develop and support their sensory needs. 	<p>Aug - Oct</p> <p>Aug - Oct</p> <p>Oct - Dec</p> <p>Jan - June</p>	<p>Area audits show that the environment is more inclusive</p> <p>Self evaluation feedback shows that most staff demonstrate a good understanding of the zones of regulation.</p> <p>Self evaluation feedback shows that almost all staff can confidently use the circle document to plan interventions for individuals</p> <p>Observations of staff and seesaw monitoring show that the majority learners are being well supported to develop their individual needs</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Children’s attainment within the specific areas of rhyme, syllables, pattern and shape will have improved from previous attainment levels by at least 30%</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>2.3, 3.2 HGIOELC</p> <p>2.3, 1.27, 2.27, 3.13, 1.19, 1.14, 4.11 QFDCCSA, CNH, SCS</p>	<ul style="list-style-type: none"> The majority of staff to audit previous observations and together time plans to identify opportunities where rhyme, syllables, pattern and shape have been provided The majority of staff to plan and create a tool box of resources and plans to support delivery of rhyme, syllables and shape sessions The majority of staff will implement toolbox consistently with children to develop their skills in these identified areas Observation tracker sheet used to support the development of planned activities 	<p>Aug - Oct</p> <p>Oct - Dec</p> <p>Jan - June</p> <p>Oct - Dec</p>	<p>Almost all staff will demonstrate a better knowledge of how rhyme, syllables, pattern and shape have been planned for</p> <p>Almost all staff will have developed their knowledge about how rhyme, syllables, pattern and shape can be planned for</p> <p>Attainment levels in these areas will have increased by at least 30%</p>



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<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All quintile 1 children will have increased their vocabulary from previous levels (increase by 10%) (Placing the human rights and needs of every child and young person at the centre of education)</p>	<p>3.1 HGIOELC</p> <p>3.5, 3.10, 1.15 QFDCCSA, CNH, SCS</p>	<p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing.</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All children will develop their independence and curiosity by exploring their local environment. (Placing the human rights and needs of every child and young person at the centre of education)</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out. Dispositions to learning. Community links Skills for life/ skills for work Developing aspirational families and children Working with schools and colleges to develop employability skills in ELC workforce in line with delivery of 1140.</p>	<p>2.2, 2.3, 3.2, 2.5 HGIOELC</p> <p>4.18, 4.23, 1.30, 2.24, 2.27, 4.11 QFDCCSA, CNH, SCS</p>	<ul style="list-style-type: none"> • Children will benefit from regular visits to local woodlands developing their outdoor learning and independent skills • Children will benefit from visiting Middleton Hall to work with their residents and develop their listening and attention • Children will benefit from closer partnership working with parents and carers to support planning for their needs • The ELC garden will be further developed to increase opportunities for exploration 	<p>Most children will show increased confidence in the outdoor environment</p> <p>Most children show increased listening skills when working in a small group</p> <p>The majority of parents report they feel stronger relationships with the ELC staff team</p> <p>Almost all children will display more engagement in literacy and numeracy opportunities outdoors</p>

*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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