

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

2024 / 2025



Courage

Relationships

Relevance

Values

ELC Vision and Values

Our ELC Vision is:

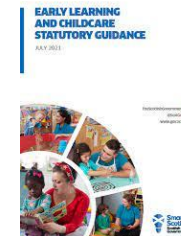
Uphall Learning Community uses positive relationships to develop resilience and independence in our learners supporting them to achieve their full potential.

Our Values are:

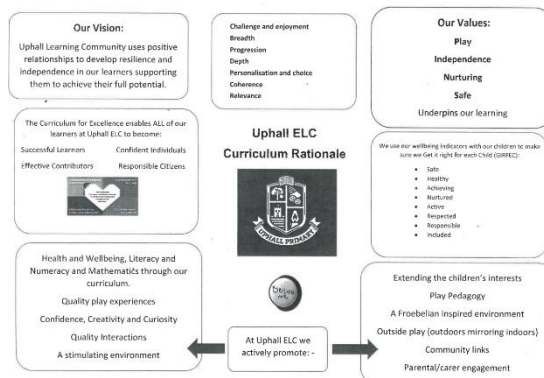
Play, Independence, Nurtured, Safe

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:



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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
Improvement in all children and young people's wellbeing: For all children to receive the correct supports to help them to reach their full potential <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	3.1 2.6 HGIOELC 1.2, 2.3, 4.2, 1.6 CNH &SCS, QFDCCSA	- All staff will participate in a further session on using the circle document to support learners with additional support needs - All staff will participate in a quality improvement data session to identify areas of improvement from current data and create actions of improvement for learners with additional support needs - Specific staff will run sessions for parents and carers to support them with their child's wellbeing - For all staff to have a session on completing and reviewing personal plans to ensure current strategies are updated	Oct – Dec Aug – Oct Aug – Dec Aug - Oct	- All staff will report an increase in confidence of supporting learners with additional support needs - GIRFEC planning tools demonstrate learners with additional support needs are making progress - All children will have a personal plan within the first 28 days of starting with strategies that are reviewed as per the need of the child.
Raising attainment for all, particularly in literacy and numeracy(universal) For all children to increase their progress in subtising and recognising their name and letters from previous levels <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	2.3, 3.2 HGIOELC 2.3, 1.27, 2.27, 3.13, 1.19, 1.14, 4.11 QFDCCSA, CNH, SCS	- All staff will undertake an audit of observations to see how many opportunities for subtising and recognising their name are given - All staff will create a toolkit of resources to use with identified children to improve their subtising and name recognition - The new literacy pathway will be implemented to ensure consistency of approach across literacy learning experiences	Oct - Dec Jan - Mar Aug - Jun Aug - Dec	- Children will show improved subtising and name recognition from previous levels - Floorbook planning shows that the literacy pathways are being used regularly to plan experiences



		Literacy and numeracy will be audited to ensure that rich learning experiences are available for all children.		Audits demonstrate improvements from previous levels
Tackling the attainment gap between the most and least advantaged children (targeted): To improve listening and talking skills from previous levels (Placing the human rights and needs of every child and young person at the centre of education)	3.1 HGIOELC 3.5, 3.10, 1.15 QFDCCSA, CNH, SCS	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.	Aug - Jun	Documented in PEF Plan
Improvement in employability skills and sustained, positive school leaver destinations for all young people: For children to develop life skills while exploring their local environment (Placing the human rights and needs of every child and young person at the centre of education)	2.2, 2.3, 3.2, 2.5 HGIOELC 4.18, 4.23, 1.30, 2.24, 2.27, 4.11 QFDCCSA, CNH, SCS	- All children will have the opportunity to visit the open door café and use money to purchase items - All children will experience visits from emergency services to learn more about how to keep themselves safe - To work towards RHS garden award level 1 - All learners were able to experience using a fire pit - Increase opportunities for feedback from parents and carers to ensure next steps are identified and acted upon	Aug - Jun Jan - Mar Oct - Dec Aug - Jun	- Observations show that learners show increased confidence in new situations - Achievement of level 1 gardening award - Observations and floorbook planning demonstrates that children were able to identify key safety messages - Families report increased communication

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



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