

# Bellsquarry Early Learning Centre Action Plan to deliver SIP 2020 / 2021

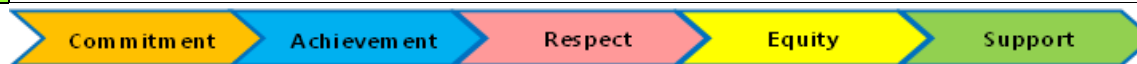


**Bellsquarry Primary School and Nursery Class – Vision, Values and Aims**  
*“Learn, believe and you will succeed”*

**Vision Statement**

*At Bellsquarry Primary School and Nursery Class we are committed to providing a safe, happy and nurturing environment for our children to learn and feel valued. We include others and each individual’s uniqueness is celebrated. We endeavour to ensure our children develop life-long skills which are meaningful, relevant and enjoyable. We aspire for our children to be the best version of themselves and try their very best every day.*

We promote our CARES Values:	Values Statement	Our Aims
<b>Friendship &amp; Kindness</b>	Through friendship and kindness, Bellsquarry CARES.	<p><b><u>Learning and Teaching</u></b></p> <ul style="list-style-type: none"> <li>• To ensure a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences</li> <li>• To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence</li> <li>• To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning</li> </ul> <p><b><u>Vision and Leadership</u></b></p> <ul style="list-style-type: none"> <li>• To ensure a clear direction for the school which is shared by and involves all stakeholders</li> <li>• To promote, encourage and provide opportunities for leadership at all levels</li> <li>• To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children</li> </ul> <p><b><u>Partnership and People</u></b></p> <ul style="list-style-type: none"> <li>• To provide effective support systems for all learners which promote personal and social development and underpin academic achievement</li> <li>• To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community</li> <li>• To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities of citizenship in a democratic society</li> <li>• To promote an ethos of self-evaluation for all leading to whole school improvement</li> </ul> <p><b><u>Culture and Ethos</u></b></p> <ul style="list-style-type: none"> <li>• To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported</li> <li>• To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff</li> <li>• To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others</li> </ul>
<b>Commitment</b>	We are committed to trying our very best so that we can reach our goals.	
<b>Achievement</b>	We aim to share and celebrate our achievements in school and in our wider community.	
<b>Respect</b>	We all respect one another. Respect helps us to build trust, to feel safe and to express ourselves.	
<b>Equity</b>	We aim to make sure everyone receives what they need to be successful.	
<b>Support</b>	In our school family we all support each other to be the best that we can be.	



# Core Values

Bellsquarry  
Nursery Class



Kindness  
Caring  
Friendship



Our aim  
Children taking  
responsibility for their  
Behaviour and actions through  
the values chosen by them  
and the school community



## Bellsquarry Early Learning Centre - 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
<b>Improvement in all children and young people's wellbeing:</b>			
<p>HGIOS ELC QIs: 2.3, 3.1, 3.2, 3.3 H &amp; SCS 1.12, 1.25, 1.29, 1.38, 2.27, 2.3</p>			EYO & NN's
<p>To support children to realise their individual rights and understand their emotions.</p>	<ul style="list-style-type: none"> <li>Children and parents to be consulted on nursery values in line with school ethos.</li> <li>Implement new self-registration, linking name with emotion board.</li> <li>Continue to reinforce the meaning of the wellbeing indicators through song and visual aids.</li> <li>Using wellbeing friends and group discussions consistently through everyday activities.</li> </ul>	<p>April 2021 November 2020</p>	<p>Measured through percentage of parental participation.</p> <p>Children express and discuss their feelings while recognising these in others.</p>
<p>Children start to gain an understanding of sustainability through planting and growing.</p>	<ul style="list-style-type: none"> <li>Continue to implement mini beds in the nursery garden to cultivate their own plot.</li> <li>Continue to use the produce grown in the mini beds in the snack menu e.g. making soup.</li> </ul>	<p>June 2021</p>	<p>Children understanding the process of food from 'farm to fork'.</p>
<p>To improve children's skills in perseverance and completing tasks, coping and self-regulation.</p>	<ul style="list-style-type: none"> <li>To develop the use of emotions and to be able to talk about feeling safe; how to keep themselves and others safe.</li> <li>The use of personal plans to identify needs through partnerships.</li> <li>To continue to build relationships with parents – <i>'What can we do to support you in the home?'</i></li> <li>To model and promote skills such as independence, confidence and perseverance.</li> <li>Small group discussions, working with Emotional Wellbeing friends and stories, looking after each other and how to keep safe</li> </ul>	<p>January 2021</p>	<p>Reflection through the wellbeing of children.</p> <p>Using wellbeing friends and group discussions consistently through everyday activities.</p> <p>Parental engagement and feedback from questionnaires</p>

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<p><b>Raising attainment for all, particularly in literacy and numeracy:</b>  <b>Literacy</b>                      HGIOS ELC QIs: 2.3, 3.2, 2.2                      H &amp; SCS 1.25, 1.27, 1.30, 1.31, 2.27</p>			EYO & NN's
<p>To improve children's oral literacy and vocabulary.</p> <p>To develop children's listening and oral vocabulary.</p>	<ul style="list-style-type: none"> <li>To ensure that the Box Clever program is used with all children and embedded as part of the day for all children.</li> <li>To continue to use Big Bedtime Read. Adapt to meet current restrictions.</li> <li>To continue to provide environmental print and buzz words throughout the nursery indoors and out.</li> <li>To continue to provide story telling session daily inside and out.</li> <li>Pre-requisite language skills – staff to become more aware of this and to look at areas in order to develop children's listening and thinking skills.</li> <li>To continue to develop small-set activities which develop and build upon listening and oral language skills</li> </ul>	<p>February 2021</p> <p>August 2020, ongoing</p> <p>November 2020</p> <p>August 2020</p> <p>Ongoing 20/21</p>	<p>Measure/Impact: Observations</p> <p>Measure/Impact: Feedback from parents mainly positive. To continue with and to evaluate on an ongoing basis.</p> <p>Reflection in tracker system and Renfrew programme to showing progression.</p> <p>Implemented and managed well. Evident in environment and resources</p> <p>Measure/Impact: through focused daily observations (Shona + Sarah) ensure breadth and challenge.</p>

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<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p><b>Numeracy</b></p> <p>HGIOS ELC QIs: 2.3, 3.2, 2.2 H &amp; SCS 1.25, 1.27, 1.30, 1.31, 1.32, 2.27</p>			EYO & NN's
<p>To develop STEM opportunities both indoor and outdoor for all children to experience.</p> <p>To develop Numeracy activities in small groups.</p> <p>To monitor and evaluate numeracy across the nursery environment using the ELC numeracy audit.</p> <p>To provide opportunities to develop a better understanding and awareness of numeracy and mathematics through quality learning opportunities/experiences.</p> <p>Use of the new WLC Numeracy Pathways to develop progressive learning opportunities in the ELC setting.</p>	<ul style="list-style-type: none"> <li>• To develop outdoor water area to increase STEM outdoors.</li> <li>• To increase learning opportunities for STEM indoors.</li>   <li>• To continue to promote Jingle and Jump sessions.</li> <li>• To continue to encourage group session with number rhyme sparking discussion around number.</li> <li>• To continue to use mathematical language e.g. weighing, measurement and length.</li> <li>• To continue to provide opportunities for maths within the everyday routines.</li> <li>• To promote and develop learning experiences with mathematical interventions and questioning.                             <ul style="list-style-type: none"> <li>• Numeracy in small groups</li> <li>• Playdough</li> <li>• Loose Parts</li> <li>• Numeracy in the environment</li> </ul> </li> <li>• To carry out a Numeracy Audit of Nursery resources.</li>   <li>• To begin to use Numeracy Pathways at Early Level with children and to look for opportunities for moderation.</li> </ul>	<p>April 2021</p> <p>December 2020</p> <p>December 2020</p>	<p>Improved participation of children in this area.</p> <p>To continue to develop/gather data and evidence through observations.</p> <p>Reflected in children frequently using mathematical language throughout the day.</p> <p>Progression recorded in Tracker system.</p> <p>Measure/Impact: Observations, participation.</p> <p>Additional resources facilitating progression and learning experiences in numeracy.</p> <p>Continued use of Numeracy Pathways enabling staff to identify quality-learning experiences for children.</p>

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<b>Raising attainment for all:</b> HGIOS ELC QIs: 2.3, 3.2, 2.2 H & SCS 1.9, 1.32, 2.11, 2.27			EYO & NN's
To provide opportunities to ensure children are active participants in their learning.	<ul style="list-style-type: none"> <li>• Continue to be responsive to children's interests, learning and achievements, recording this through floorbooks and planning including evaluation.</li> <li>• Children to become more aware of their own learning and participate in planning, with support, to reflect on what they have been learning.</li> <li>• Share Learning Journals with children to reflect on their learning.</li> </ul>	January 2021	Children's voices evident throughout planning, floorbooks and observations in Learning Journals.
Actively promote Froebel Principles.	<ul style="list-style-type: none"> <li>• To continue to track children's progress, using this to inform next steps in learning. Revisiting these termly.</li> <li>• To continue to encourage family cultural celebrations</li> <li>• Celebrate all achievements by children out with and from in the nursery.</li> </ul>		Evidence in Tracker data identifies areas of development for individuals and planning for their next steps in their learning.
	<ul style="list-style-type: none"> <li>• All staff to widen knowledge. Display principles around the room.</li> <li>• To continue to use the mini beds for children to grow their own produce</li> <li>• To use traditional songs/rhymes throughout the day in small groups.</li> <li>• To develop sawing area for children to explore</li> <li>• To continue to provide clay daily</li> <li>• To reinforce nursery community with all families</li> </ul>	March 2021	Ongoing Microsoft Teams discussions with staff.  Children's voice apparent in Learning Journals.  All staff have a clear understanding of Froebel Principles and what a Froebel ELC looks like.
			Evidenced in parental participation and communication.

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<p><b>Closing the attainment gap between the most and least advantaged children:</b>                      HGIOS ELC QIs: 2.3, 3.2, 3.3                      H &amp; SCS</p>		Ongoing 20/21	<p>EYO &amp; NN's</p> <p>Impact/Measure: Through Learners Journals, Tracker data, Child's voice, Parent participation, children's views. Floorbooks and staff observations.</p>
<p>To monitor and evaluate progress across the curriculum to improve children's learning in the ELC.</p>	<ul style="list-style-type: none"> <li>Continue to monitor ELC Trackers (attainment) ensuring progression and target levels achieved.</li> <li>To develop parental participation in Home ELC link.</li> </ul>		
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b>                      HGIOS ELC QIs: 2.3, 3.2, 3.3                      H &amp; SCS 1.10, 1.30, 2.2, 2.21, 2.24, 2.27</p>		<p>Dec 2020</p> <p>April 2021</p> <p>December 2020</p>	<p>EYO &amp; NN's</p> <p>Increased responsibilities taken by the children in their environment reflected through observations and floorbooks.</p> <p>Evidenced daily at set up/tidy up and snack.</p> <p>Reflected through woodland walks and increased participation with the local community when possible during pandemic.</p> <p>Professional development and CPD opportunities, upskilled staff team.</p> <p>Increased participation and taking responsibility in their environment.</p> <p>Evidence in learning conversation through observations.</p>
<p>To provide opportunities for children to establish skills in real life contexts.</p>	<ul style="list-style-type: none"> <li>Introduce leadership roles for children through 'helping hands' programme.</li> <li>To continue to use language around job titles and roles.</li> <li>To continue to develop life skills through snack preparation, woodwork and gardening.</li> </ul>		
<p>Provide and implement Community Links</p>	<ul style="list-style-type: none"> <li>To invite local community group to join in with activities within the nursery each month e.g. forest walks, cooking, 'Body Boosting Bingo' (Age Scotland).</li> <li>To re-establish links with the Woodland Trust re forest walks</li> <li>Small groups to maintain Oak Tree area. School use of gated area.</li> <li>Learner conversations about the World of Work.</li> </ul>		
<p>To develop an awareness of Digital Literacies in the environment and all around us.</p>	<ul style="list-style-type: none"> <li>ELC staff to work with Kirsteen Steven (Cluster Digital Literacy Co-ordinator) re opportunities for digital learning experiences across the ELC curriculum.</li> <li>To ensure children having access to a wider range of digital literacy experiences in indoor/ outdoor environment.</li> </ul>		



