

BELLSQUARRY ELC ACTION PLAN TO DELIVER SIP

2024 / 2025



Our Vision

At Bellsquarry Early Learning and Childcare, we welcome our children into a **SAFE, HAPPY, INCLUSIVE** and **NURTURING** environment where each child can learn through play to become **CREATIVE, INDEPENDENT, RESPONSIBLE** and **COMPASSIONATE** lifelong learners.

Curriculum Drivers

- Realising the Ambition
- Curriculum for Excellence
- GIRFEC
- UNCRC Rights of the Child
- Froebel Principles
- My World Outdoors
- Gender Equal Play
- Play Pedagogy
- Blueprint for 2020: Experiences for ELC in Scotland



Principles for Curriculum Design

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance



Respect

Bellsquarry ELC - School Improvement Planning, 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
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> ➤ Maintain a strong focus on children's health and wellbeing, working in partnership with families and our community. ➤ All stakeholders will have an understanding of UNCRC and the Rights of the Child 	<ul style="list-style-type: none"> - Continue to embed the use of the Wellbeing Characters to support and monitor children's wellbeing. - Enable children to rename the Wellbeing Characters. - Continue to embed The Colour Monster wellbeing check ins to support and monitor children's wellbeing and emotional literacy. - Review and update our family learning calendar to ensure curriculum sessions in Literacy, Numeracy, Health and Wellbeing, UNCRC and Digital Technologies. - Recipes will be sent home to families linked to what we will be growing in the garden and hints and tips on how to care for, grow and use these at home. - Refresh our curriculum rationale, vision, values and aims in partnership with children, families and all stakeholders. - Continue to embed the UNCRC principles in our practice. - Share Article of the Week with families via Seesaw. 	<p>Aug 24 – Jul 25</p> <p>Aug 24</p> <p>Aug 24 – Jul 25</p> <p>Aug 24 – Oct 24, Mar 25- Jul 25</p>	<ul style="list-style-type: none"> • Quality assurance and environment will demonstrate increase in children's confidence when discussing their rights. • GIRFEC procedures and quality improvement of IEPs reflect the school's commitment to UNCRC. <p>How will this be measured?</p> <ul style="list-style-type: none"> • Observations of children, check ins with children • High attendance levels of families at events. • Family feedback (Nov and Apr)
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <ul style="list-style-type: none"> ➤ All children will access an environment and planned opportunities that promote the development of literacy skills, with a particular focus on rhyme, syllables and mark making. ➤ All children will access an environment and planned opportunities that promote the development of Numeracy and Maths skills, with a particular focus on subitising, numeral recognition and complex patterns. 	<ul style="list-style-type: none"> - Continue to embed Word Boost throughout the setting. - Plan opportunities and experiences in line with distributed leadership roles to develop rhyme, syllables and mark making e.g. Rhyme of the Week, labelling the environment with words and syllables, sign in opportunities for children. - Literacy lead to continue to assess using Renfrewshire vocabulary assessment and Word Boost scoring. - Literacy and Numeracy lead practitioners to attend regular Literacy/ Numeracy CLPL sessions and feed back to the team. - Plan opportunities and experiences in line with distributed leadership roles to develop numeral recognition, subitising and complex patterns. 	<p>Aug 24 – May 25</p> <p>Aug 24 – Oct 24</p> <p>Aug 24 – May 25</p> <p>Aug 24 – Jul 25</p> <p>Aug 24 – Jul 25</p>	<ul style="list-style-type: none"> • Literacy learning linked to Word Boost will be shared on Seesaw, wall display and floor book. • Attainment data will show an increase of learners on track to most particularly in areas of syllables, rhyme and mark making. • Attainment data will show an increase of learners on track to most particularly in areas of numeral recognition, subitising and complex patterns. • Renfrewshire vocabulary assessment and Word Boost scoring will demonstrate an increase in almost all children's vocabulary. • Quality improvement activities will demonstrate increased staff knowledge in Literacy and Numeracy learning, teaching and assessment.

<p>Closing the attainment gap between the most and least advantaged children:</p> <ul style="list-style-type: none"> ➤ Continue to monitor and regularly evaluate children's progression across the curriculum to improve and develop children's achievements. 	<ul style="list-style-type: none"> - Tracker data moderated and evaluated every 4 weeks to provide evidence of attainment gaps and inform next steps. - All staff to plan weekly according to areas of distributed leadership with a focus on gaps identified through trackers. - All staff to record evidence of learning through use of floor books and Seesaw. - SLT quality assurance moderation to record pedagogy and practitioner interactions. - SLT continue to conduct excellence and equity meetings to support staff in tracking and monitoring children's progress and next steps. - Create a wider achievement tree to celebrate children's achievements. 	<p>Aug 24 – Jul 25</p> <p>Aug 24 – Jun 25</p> <p>Aug 24 – Jul 25</p> <p>Aug 24 – Jul 25</p> <p>Aug 24 – Jul 25</p> <p>Aug 24</p>	<ul style="list-style-type: none"> • Attainment data will show an increase of learners moving from red to amber and amber to green across all curricular areas. • Quality assurance activities and moderation demonstrate that children are making progress in all curricular areas. • Floor books and Seesaw journals • Parental engagement with wider achievement tree
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> ➤ All children will receive increased opportunities to access high quality learning opportunities indoors and out. ➤ To support children in developing skills for life and work. <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 1140 expansion.</p>	<ul style="list-style-type: none"> - Continue to regularly audit outdoor spaces and experiences. - Apply for and gather evidence for ELC Digital Award. - Lead practitioner to attend Digital CLPL Networks to support progress towards ELC Digital Award. - Achieve Level 1 and 2 RHS Gardening Award. - Maintain flower beds at the front of the school building. - Regular outdoor walks in the community. 	<p>Aug 24 – Jul 25</p> <p>Aug 24 – Jul 25</p> <p>Aug 24 – May 25</p> <p>Jul 24 – Dec 24, Jan 25 – Jul 25</p> <p>Aug 24 – Oct 24</p> <p>Aug 24 – Jul 25</p>	<ul style="list-style-type: none"> • SLT observations • Achieve ELC Digital Award. • Lead practitioner to share Digital Award journey with staff team • Achieve RHS Gardening Awards 1 and 2