

Windyknowe ELC ACTION PLAN TO DELIVER SIP

2021 / 2022



Our Vision

At Windyknowe ELC with parents and carers, we create a warm, welcoming, nurturing and caring place where children feel safe, confident and happy to be curious and creative in their learning.

Our Values

Safe, Healthy, Achieving, Nurturing, Responsible, Ready, Respectful.

Our Aims

Ready, Respectful, Responsible, Safe

**Successful Learners
Effective Contributors
Confident Individuals
Responsible Citizens**

Partnership, Collaboration and Self Improvement

A welcoming culture and ethos encourages pupils, staff, parents, carers and partners to become actively involved in shaping the learning community of Windyknowe to be the best it can be.

Leadership and Management

Strong and effective leadership at all levels amongst pupils, parents and staff supports a decision making process which ensures the effective running and improvement of our ever evolving school.

Learning Provision

A progressive, coherent and inclusive curriculum creates the highest quality of learning and teaching where children participate and engage in inspiring, fun, motivating, creative experiences.

Successes and Achievement

High standards of achievement and attainment are recognised and celebrated.

Windknowe ELC - 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
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> ➤ ELC staff and children have a greater understanding of the wellbeing indicators and how to apply this knowledge on how to keep safe in all areas of the setting and local environment. ➤ Continue to enhance nursery transition into primary one. 	<ul style="list-style-type: none"> • Make links to wellbeing characters in every day practice • Emphasising on how to keep safe • Local walks and outings within the school area • Year round transition opportunities for all children. Planned visits for pre-school children with P1 teacher and included in other areas of the school community • Vertical learning with school pupil's • 	<p>December 2021 Ongoing April 2022</p> <p>June 2022</p> <p>June 2022</p>	<ul style="list-style-type: none"> • Within and beyond our setting there is a shared understanding of wellbeing. • Practitioners know, understand and use the wellbeing indicators in a meaningful way. • Health and wellbeing is full embedded in the daily life of the setting and consistently promoted by all practitioners. <p>(These will be evaluated through the use of auditing tools and monitoring procedures)</p>
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <ul style="list-style-type: none"> ➤ Parent and Carers feel better supported to support literacy at home. ➤ Provide effective interventions to further develop children's communication skills. ➤ Staff with the support of SLT to continue to develop the planning cycle including next steps in learning. 	<ul style="list-style-type: none"> • Relaunch the Big Bedtime Read initiative for all families • Re-establish Language Groups for all children to participate in • Further embed 'Teaching Children to Listen' programme • Embed Syllables programme with targeted children • Embed word boost across the ELC to further develop literacy and language • Staff team to attend network sessions provided by EY central team • CLPL for all staff to gain confidence and understanding on the new WLC Progression Pathways in Numeracy • Use tracker data to inform planning and assessment • Further develop the use of Learning Walls and Floorbooks, involving children in all aspects of this. 	<p>October 2021 December 2021 December 2021 April 2022</p> <p>September 2021</p> <p>November 2021</p>	<ul style="list-style-type: none"> • There is a clear focus on the development of children's skills in language, listening and mathematics, evidenced through environment observations. • Almost all those engaged in family learning programmes are highly motivated and actively involved in their child's development and learning. • Information on every child is showing almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their development stage.
<p>Closing the attainment gap between the most and least advantaged children:</p> <ul style="list-style-type: none"> ➤ All learners experience an enquiry based play curriculum across all levels, providing opportunity for creativity, challenge and independent learning. 	<ul style="list-style-type: none"> • Staff to become more familiar with the progression pathways available to support next steps in learning. • Continue to develop the environment using audit tools to ensure all needs are being met. • Continue to provide PEEP for targeted families with support in play at home. • Effective use of trackers and high-quality assessment to ensure gaps and strengths are accurately identified and supported through universal and targeted evidence-based approaches to secure appropriate pace and challenge for all learners • Effective moderation practice which further strengthens the quality of all aspects of learning, teaching and assessment • Innovative use of digital technology • Further develop staff understanding of STEM and begin to embed this across the nursery 	<p>December 2021 November 2021</p> <p>December 2021</p> <p>June 2022</p> <p>December 2021</p> <p>Feb 2022</p> <p>June 2022</p> <p>Jan 2022</p> <p>November 2021</p>	

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> ➤ Children demonstrate skills in real life contexts. <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 aspiration 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"> • Develop staffs understanding of STEM through CPD 	<p>Nov/Dec 2021</p>	<ul style="list-style-type: none"> • All staff have a shared understanding of our expectations in STEM and in our strengths and our improvement needs, along with the key values. • Indoor and outdoor learning environment fully supports StEM learning. Resources challenge and encourage independent learning.
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