

ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Courage

Relationships

Relevance

Values

Vision Statement

Ready, Respectful, Responsible, Safe.

Our Values

We always try to do our best
We stand up for what is right and speak out when things are wrong
We take responsibility for our own actions
We show respect
We share and we are fair and friendly around others
We show patience, tolerance and try to solve problems peacefully
We understand that it is important to tell the truth so that others trust us
We care about others and know people in our school care for us
We look after our world so that everyone can enjoy it

Our Aims

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 and engaging creative experiences

Successes and Achievements

High standards of achievement and attainment are recognised and celebrated



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Windyknowe Primary School -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 learners will experience nurturing, inclusive, learning environments where there is a culture of shared high expectations and aspirations for all</p>		<p>Health and Wellbeing (Jane Kelly)</p> <ul style="list-style-type: none"> • Create a wellbeing wall • Develop wellbeing characters across the ELC • Audit lunchtime area • Introduce wellbeing indicator stickers • Develop an achievement wall • Develop colour monster check in (wellbeing indicators/UNCRC) • Attend cluster network meetings • Introduce UNCRC song • Work with school to gain halls slots for PE • Ensure positive transition for children with ASN <p>PEEP/Parental Engagement (Amanda Fleming/Allison Graham)</p> <ul style="list-style-type: none"> • Develop a calendar of engagement events for parents and community • Develop communication and engagement boards • Baseline parents on interests in taking forward PEEP programme • Design 4 weekly sessions • Link with all other SIP areas • Attend PEEP networks • Develop a community wall in the front foyer • Foster relationships with Heatherfield Care Home • Arrange a visit with Bookbug 	<p>Aug 24-Jun 25</p>	<p>Almost all children are able to talk about the wellbeing characters to describe their emotions</p> <p>Children and staff demonstrate an increased understanding of their rights and the UNCRC</p> <p>Almost all parents report to feeling that communication is effective</p> <p>The majority of parents have engaged in a family learning event</p> <p>Almost all parents who attend the PEEP programme provide positive feedback</p>
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure systems and processes are in place to provide a broad general education which has HWB, Literacy and Numeracy at the centre</p>		<p>Curriculum Rationale/Vision, Values and Aims (Amy Larkman)</p> <ul style="list-style-type: none"> • Design consultation events • Revise Vision , Values and Aims <p>Work with stakeholders to develop a Curriculum Rationale related to the school and unique to the setting</p> <p>Approaches to Planning, Assessment and Tracking (Amy Larkman)</p> <ul style="list-style-type: none"> • CLPL on Consultative Planning to ensure pupil voice • Develop Daily Planners and evaluation • Develop trackers and paper trackers 	<p>Aug 24-Jun 25</p>	<p>The school community feel involved in and ownership of the creation of the ELC Vision Values and Aims and Curriculum Rationale</p> <p>All staff report an increased confidence in the use of West Lothian planning and tracking tools</p>



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		<p>Literacy (Sarah McLeod)</p> <ul style="list-style-type: none"> • Develop literacy area .e.g. resources, mark making station, favourite story area, chalk board • Develop cosy area to promote reading for pleasure • Create a literacy area within the Willow Tree • Embed Big Bedtime Read • Engage with CLPL in holistic play and box clever <p>Numeracy (Tracy Thorpe)</p> <ul style="list-style-type: none"> • Complete Numeracy Audit tool • Create a designated area where children can explore numbers, shapes, patterns and problems solving • Make use of all areas of the setting including outdoor environment • Arrange a numeracy stay and play • Share ideas to support numeracy at home 		<p>Almost all children benefit from a literacy rich environment that promotes curiosity and quality learning opportunities</p> <p>Almost all children and families engage in reading opportunities</p> <p>Almost all children benefit from a literacy rich environment that promotes curiosity and quality learning opportunities</p> <p>Almost all parents/carers report an increased understanding in the way in which they can support numeracy development at home</p>
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>85% of our young people will achieve appropriate levels in literacy, numeracy and health and wellbeing</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>Aug 24-Jun 25</p>	<p>Documented in PEF Plan</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards</p>		<p>Outdoor Learning (Sarah Brown)</p> <ul style="list-style-type: none"> • Develop specific areas of the garden for literacy and numeracy • Weekly woodland experiences • Apply for grants to develop garden area • Organise stay and play with a visit to the forest • Develop weekly local walks • CLPL on kindergarten training at West Lothian College • Attend West Lothian OL Networks • Begin to make links with local businesses • <p>Digital Learning (Amanda Fleming)</p> <ul style="list-style-type: none"> • Explore ways in which digital technologies can be used • Develop digital resources 	<p>Aug 24-Jun 25</p>	<p>The ELC garden provides opportunities for learning across numeracy and literacy</p> <p>Almost all children benefit from weekly visits to the forest</p> <p>Almost all children will become more confident in using technologies</p>

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



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