

ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP



2026 / 2027



Courage

Relationships

Relevance

Values

ELC Vision and Values

Our Vision, Values and Aims at Windyknowe Nursery



Our Vision

At Windyknowe Nursery every child is unique and feels safe, included, respected and nurtured. We all help with looking after our Nursery and making it a happy place both indoors and outdoors. We are all listened to and our creative ideas matter. We have friends who we play, share and learn with. We are included in everything we do and we are all encouraged to learn and grow every day.

Our Aims

Safe

Included

Respected

Nurtured

Our Values

Safe - We care and look after each other

Included - Everyone helps makes decisions

Respected - We all listen to each other

Nurtured - We help each other to grow, learn and shine

Together we play, learn and care for each other because every child matters.



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ELC Curriculum Rationale

Our refreshed curriculum rationale reflects the local authority commitment to Agile Learning. We prioritise authentic fulfilment of the four capacities: successful learners, confident individuals, responsible citizens and effective contributors and contexts for learning: opportunities for personal achievement, Interdisciplinary learning, ethos and life of the school as a community and curricular areas and subjects, with clear reference to 'Scotland's Curriculum - A Refreshed Narrative'. Our aspiration is to provide a dynamic and flexible curriculum which is fit for purpose in preparing all learners gain the knowledge, skills and attributes needed for life in the 21st century, to take their place in a modern multilingual society and economy by providing many opportunities to develop skills for learning, skills for life and skills for work with a continuous focus on the core subjects: literacy, numeracy and health and wellbeing which permeate the curriculum.

We aspire to deliver excellence in learning, teaching and assessment by creating a curriculum which is designed to:

- nurture and encourage positive relationships across the learning community which are based on our core values
- focus on the needs of the learner
- actively engage our pupils in their own learning
- provide relevant and meaningful learning experiences
- include the 7 principles of: breadth, depth of learning, challenge and enjoyment, personalisation and choice, progression, coherence and relevance throughout the broad general education
- maximise learner's potential, by providing them with appropriate pace, support and challenge
- create smooth progression through transitions and levels to ensure the opportunity of attainment and achievement at the highest level for all
- further develop a 'can do' attitude in all learners
- We consistently revisit the curriculum rationale that takes account of the most recent national and local guidance

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning /or inclusive and impactful pedagogical approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Curriculum Improvement Cycle - [The Curriculum Improvement Cycle \(CIC\)](#) | [About Curriculum for Excellence](#) | [Curriculum for Excellence](#) | [Education Scotland](#)



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Windyknowe ELC Improvement Planning for Ensuring Excellence and Equity

ELC priorities linked to knowledge and data	Links to QIF ELC and HSCS	Proposed actions -	Timescale	Measures of Success
Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on improvement in wellbeing: Strengthen inclusive practice and wellbeing by embedding nurturing approaches, children's voice, rights-based learning and play-based, real-life experiences to ensure all children feel safe, supported, engaged and confident to explore and learn (Placing the human rights and needs of every child and young person at the centre of education)		- Establish consistent, nurturing approaches to support children's wellbeing, with additional targeted support where needed - Provide rich, play-based experiences that help children develop early life skills, independence, creativity and curiosity - Support children to understand their rights and feelings, using age-appropriate approaches to build confidence and positive relationships - Increase opportunities for children's voice and choice through child-led play, decision-making and planning their learning including Little Leaders - Continue to enhance outdoor play and exploration as a regular part of children's learning experiences - Strengthen partnerships with families and the community to support children's learning and development including the use of wellbeing take home activity packs, parent sessions and a take home SIMOA task - Encourage children to care for their environment through shared responsibility for indoor and outdoor spaces through Responsible Robbie and Respected Rosie - Further enhance the use of the Colour Monster Check In		Attendance remains high, with most children attending regularly and those requiring support showing improved attendance over time Almost all children feel safe, secure, and included within a nurturing and supportive environment (observations and family feedback) Most children can express their needs, feelings and preferences, showing growing awareness of their rights through play and daily interactions All identified children receive appropriate targeted support, with progress reviewed regularly through observations and tracking Consistently nurturing, inclusive approaches are evident across the setting during observations and interactions Most children actively participate in a wide range of play-based and wellbeing experiences, including opportunities to make choices and take responsibility
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): Improve early literacy and numeracy through high-quality, play-based learning experiences, supported by consistent		- Continue to have consistent, high-quality interactions and learning experiences through play-based approaches that support children's development and progress - Continue to use clear, progressive approaches to early literacy and numeracy through responsive planning based on children's interests and developmental stages - Use observations and documentation to monitor children's progress and identify next steps in learning		Most children demonstrate clear progress in early literacy and numeracy, with around 85–90% on track in developmental milestones (e.g. early language, mark-making, counting, and problem-solving) Most children show measurable progress from their starting point, based on observations and developmental overviews



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approaches to observation, assessment and responsive planning, alongside ongoing professional learning for staff (Placing the human rights and needs of every child and young person at the centre of education)		- Plan learning experiences that respond to children's needs, ensuring appropriate support and challenge for all learners including embedding Froebelian occupations and developing literacy and numeracy opportunities outdoors - Engage in ongoing professional learning to build staff confidence in areas such as early language, numeracy, digital learning and outdoor play - Work together as a team to share observations and discuss children's progress, ensuring a shared understanding of development - Reflect on practice regularly through professional dialogue and peer support to continually improve outcomes for children - Create opportunities to connect with and learn from other settings and practitioners to support ongoing improvement - Develop the use of Numeracy Nancy to improve achievement in numeracy and sharing learning with parents		Observation information shows positive movement in children's development, with most children making steady progress across key learning areas All practitioners use consistent approaches to observation, interaction, and responsive planning to support children's learning Most children can share their learning in age-appropriate ways, talking about what they are doing, what they enjoy, and what they want to learn next High-quality interactions (nurturing relationships, challenge, support, and responsiveness) are evident in almost all of observed practice
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): Reduce barriers to learning by using observations and assessment to identify children who may need additional support, providing targeted, nurturing experiences, and tracking progress to ensure all children are included and able to thrive (Placing the human rights and needs of every child and young person at the centre of education)		- Provide targeted, play-based support and experiences based on children's individual needs and interests - Use nurturing approaches to support wellbeing, helping to reduce barriers to learning for children who need additional support - Regularly review children's progress to evaluate the impact of support and ensure it is making a positive difference - Ensure all children benefit from high-quality interactions and responsive experiences, with appropriate support and challenge - Develop staff confidence in using observations and information about children to plan targeted support - Adapt approaches regularly to ensure all children are included, supported, and able to thrive		Any gap in development between identified groups of children is reducing over time, with more consistent progress evident across the setting Almost all children receiving additional support demonstrate clear progress from their starting points, based on observations and tracking Most children requiring support attend regularly, with improved engagement in the setting over time Targeted support strategies show a positive impact for most children, as evidenced through ongoing observations and review Staff can clearly demonstrate the progress and impact of support for all identified



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				children through shared observations and documentation Responsive, targeted approaches are consistently evident in practice, with staff adapting experiences and interactions to meet children's individual needs
Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making By June 2027, all staff will have engaged in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making, focused on the Early Level Further develop a play-based, progressive curriculum that supports continuity in learning, informed by ongoing observations, professional dialogue and collaborative planning, to ensure high-quality, engaging experiences for all children (Placing the human rights and needs of every child and young person at the centre of education)		• Review and develop a clear ELC curriculum overview, including flexible planning approaches, daily routines, and progression in learning through play • Provide protected time for practitioners to plan, observe, and reflect on children's learning, including high-quality play-based and interdisciplinary experiences • Establish clear approaches to team meetings, moderation, and professional dialogue to support consistency and shared understanding of practice • Use observations and assessment evidence consistently to inform responsive planning and meet the needs and interests of all children • Promote practitioner autonomy and collaborative working, making best use of individual skills and strengths within the team • Plan and provide meaningful, play-based learning experiences, including shared events and opportunities for mixed-age or group learning • Create and maintain high-quality, nurturing, and inclusive environments, both indoors and outdoors, ensuring all spaces are used effectively to support learning • Engage in ongoing professional learning to strengthen play pedagogy, child development knowledge, digital skills, and innovative practice		All staff use shared approaches to planning and observing children's learning, ensuring consistency in how experiences are planned and progression is supported All staff engage regularly in professional learning and collaborative discussions, helping to strengthen practice across the setting Clear progression in learning is evident across all areas of the early level curriculum, supported by observations and planning Most children show high levels of engagement and enjoyment in learning, with experiences reflecting their interests and real-life contexts Inclusive, well-organised and stimulating learning environments are evident throughout the setting, supporting independence and play Collaborative and connected learning experiences (indoors, outdoors and across different groups) are regularly observed, supporting children to learn together and from one another



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- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards



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