

# St. Paul's Nursery ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Courage

Relationships

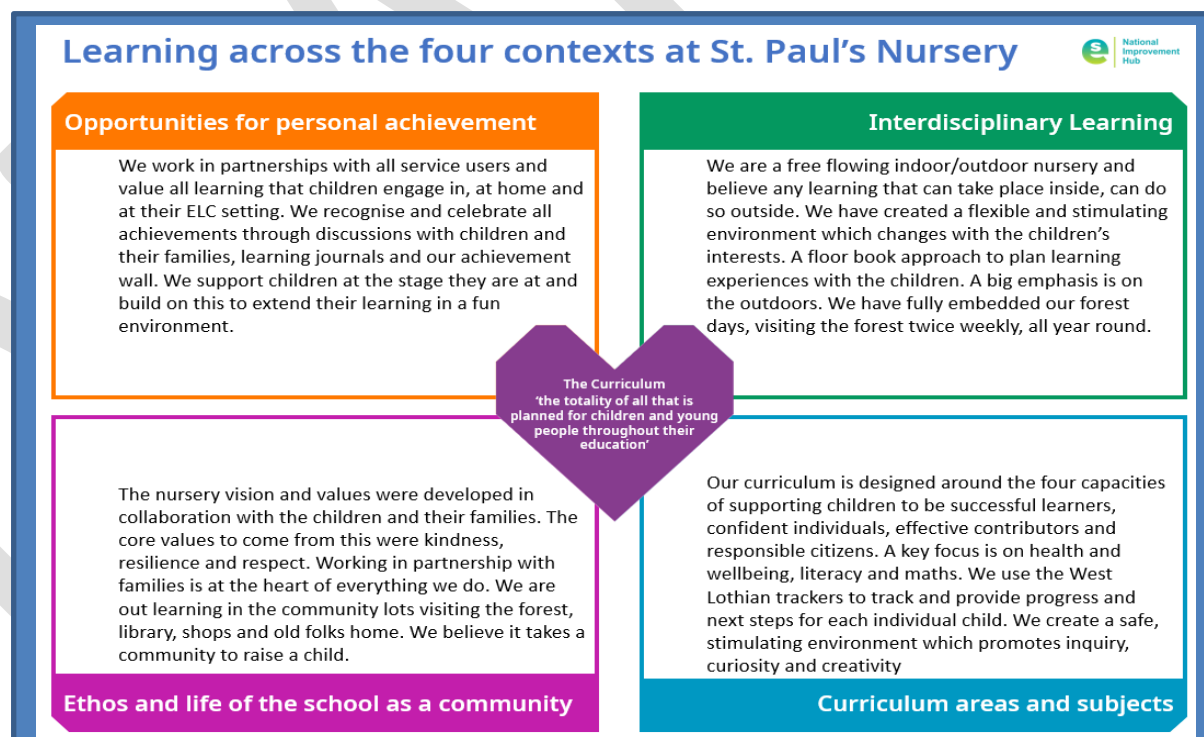
Relevance

Values

## ELC Vision and Values

*At St. Paul's Nursery our vision is to create an inclusive, nurturing environment where children are encouraged to develop their curiosity and creativity through play, supported through sensitive, caring relationships. We aim to inspire lifelong learning through freedom of choice and expression, access to nature and fun. Children's voices are at the heart of our practice, with respect for children's rights and responsibilities ensuring that we work as one team. Our child centred approach provides a responsive curriculum, centred around play and the needs and care of our children. We aim to ensure that our children are given the support, space and time they need to develop and grow.*

## ELC Curriculum Rationale



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Anywhere -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><b>Improvement in all children and young people's wellbeing:</b></p> <p>To continue to build positive routines and relationships with children, staff and stakeholders to improve wellbeing outcomes for all.</p> <p>To ensure that all children feel safe, nurtured and included in their daily nursery experience.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>HGIOELC 2.4, 2.6 2.7 3.1 CI 1.1</p> <p>Nurturing Care and Support 1.2 Children are safe and protected 1.4 Family Engagement</p>	<p>Review the vision, values and aims to reflect the new setting.</p> <p>Continue to develop a shared, high expectation across the whole staff team with regard to healthy eating and nutrition in the new ELC e.g. mealtime routines, teeth brushing, snack organisation etc. ensuring this is underpinned by latest and best CI/SG guidance.</p> <p>Develop staff knowledge of the updated CI Framework a tool for Self – Evaluation and use</p> <p>Practitioners should continue to develop the children's understanding of UNCRC in a real and meaningful way and develop effective ways of implementing this in the context of the new setting. Ensure that Children's Rights are embedded the language that we use in our relationships with pupils and staff on a daily basis.</p> <p>Refresh approaches to the completion and review of children's personal plans to ensure consistency of practice across the setting, ensuring the wellbeing of all children.</p> <p>Develop knowledge and understanding of developing an inclusive ELC setting, which supports the emotional and physical wellbeing of all children (Emotion Works / Trauma Informed Practice 2 CLPL linked to ASN)</p>	<p>Feb 2025</p> <p>Oct 2025</p> <p>On going</p> <p>Dec 2025</p> <p>On going</p> <p>Feb 2025</p>	<p><b>Almost all (90%) pupils will be on track in Health and Wellbeing. This will be achieved by –</b></p> <ul style="list-style-type: none"> <li>Tracking of wellbeing indicators as a baseline tool</li> <li>Feedback from pupils, parents and staff</li> <li>Audit of current HWB practices and resources, with shared understanding and guidance</li> <li>HGIOELC self-evaluation</li> <li>Learning conversations</li> <li>Family learning evaluations</li> <li>Tracking children's WLC trackers and moderating progress and wellbeing of children in line with their Personal Plans.</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>To ensure that all children benefit from focussed work to develop and improve early Literacy skills.</p>	<p>HGIOELC 1.1 2.2 2.3 3.2 CI 1.3</p>	<p>Continue to develop effective planning processes which provide continuity and progression across the setting to ensure children's experiences are purposeful, relevant and meaningful.</p> <p>Continue to develop the use of focussed observations linked to planning, to support practitioner judgements and ensure coverage of the curriculum.</p>	<p>On going/ May 2025</p> <p>Across the session</p>	<p><b>Almost all (90%) pupils will receive consistent, high quality learning experiences that offer challenge, differentiation and will make expected progress within learning in literacy and numeracy. By-</b></p>



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<p>To continue developing practitioner knowledge of how to effectively plan for children's curiosity, creativity and enquiry to purposeful play and learning.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>Play and Learning 2.2 Quality of the setting for care, play and learning 3.1 Quality assurance and improvement are led well</p>	<p>Engage and analyse ELC data using the trackers to identify targeted priorities for Literacy and Numeracy interventions across the session.</p> <p>Continue to develop pre-requisite skills for reading: listening attention, awareness of rhythm and concepts of print through responsive and intentionally planned experiences.</p>	<p>On going termly</p> <p>April 2025</p>	<ul style="list-style-type: none"> <li>• Data analysis of WLC ELC Tracker statements</li> <li>• ELC Tracker</li> <li>• Reliable EYP assessment and evidence of children' progress</li> <li>• Self-evaluation</li> <li>• Learning conversations</li> <li>• Observations</li> <li>• Quality improvement activities to have an increased focus on pace, challenge and progression. To ensure high quality spaces, interactions,</li> </ul>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>To ensure equity for all pupils in a supportive, inclusive environment.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></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>Continue to support identified children through targeted literacy, numeracy and wellbeing interventions.</p>		<p>Documented in PEF Plan</p>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>To develop the new ELC outdoor play area to ensure high quality, rich experiences for our learners</p> <p>To improve knowledge and understanding of early skills development with a focus on enhancing enhance engagement and relevance of play experiences for our children.</p> <p>To continue developing the use of digital technologies in the new setting.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<p>HGIOELC 2.5 2.2 2.3 3.3 3.1 2.7 1.2 1.3 CI 1.3 Play and Learning 1.4 Family Engagemen t 2.1</p>	<p>Develop the use of the Outdoor Area in the new setting, giving children's voices a central role in planning purposeful play spaces – include an audit of outdoor resources, visual planning of areas to encourage creativity and curiosity in the outdoor environment.</p> <p>To continue developing opportunities for pupils to lead, develop and deepen learning, through carefully planned provocations which encourage creativity and curiosity of the world around them.</p> <p>Continue to develop the use of Seesaw across the setting, with a focus on enhancing the quality of observations and the level of parental engagement with the platform.</p>	<p>On going responsive to children's voices / May 2025</p> <p>On going – evaluate termly</p> <p>Oct 2024, Feb 2025, May 2025</p>	<p><i>All pupils will have increased engagement in a broad range of high quality, creative and agile play experiences. This will be reflected in almost all (90%) of children's ELC tracker statements. This will be achieved by -</i></p> <ul style="list-style-type: none"> <li>• SLT Observations</li> <li>• Staff professional dialogue</li> <li>• Learning conversations</li> <li>• Impact on attainment and enjoyment of learning</li> <li>• Parent feedback</li> <li>• Observations of high quality learning outdoors</li> <li>• Leuven scale</li> <li>• High quality spaces, ineractions and interventions</li> </ul>



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<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 delivery of 1140.</p>	<p>Quality of the setting for care, play and learning          3.1 Quality assurance and improvement are led well          3.2 Leadership of play and learning          4.1 Staff skills, knowledge and values</p>			
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*\*Quality Framework for Daycare of Children, Childminding and School Aged Childcare*



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