St. Paul's PS - ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP

2026 / 2027

ELC Vision, Values and Curriculum Rationale



St. Paul's PS -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: By March 2027, all practitioners will enhance their knowledge and understanding of social-emotional development (specifically self-regulation and executive function) through professional learning and reflective practice, with at least 90% of practitioners demonstrating improved understanding and application in practice, evidenced through observations, self-evaluation, and professional dialogue. (**Placing the human rights and needs of every child and young person at the centre of education)**		• EYO will support the Pedagogy Pioneer/s to further develop their knowledge and understanding of social-emotional development (self-regulation and executive function) and support them to apply this knowledge in their practice. (We do) • EYO will work with HT and Pedagogy Pioneer/s to plan and implement spread of increasing and developing knowledge and understanding of social-emotional development (self-regulation and executive function) and the application of this across all practitioners e.g. through modelling, planning with colleagues, monitoring, quality assurance. (You do) • Develop shared understanding of social-emotional development (self-regulation and executive function) and agreement of what this looks like in practice through agreed guidance and professional dialogue • Integrate agreed strategies and approaches into daily routines and planning (e.g., co-regulation, visual supports). • ELC staff will continue to adapt and develop safe/calm nurturing spaces for those that need it and develop interventions		Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on social-emotional development and on their abilities as a leader to improve practice in this area. Observation of practice 90% of practitioners demonstrate consistent application of strategies that support self-regulation and executive function. Evidence of intentional planning for social-emotional development (e.g., in routines, spaces, interactions and experiences). Reduced incidents of dysregulation and increased self-regulation observed in the setting. An increase in the number of children on track in the ELC Tracker for specified statements around executive function and self-regulation. A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 in the specified statements around executive function and self-regulation.
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches) By March 2027, all practitioners in the setting will improve the quality of their interactions with children specifically consistently engaging in back-and-forth		• EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of high-quality interactions (back and forth conversations and sustained shared thinking). (I Do) • EYO will support the Pedagogy Pioneer and ELC staff team to further develop their knowledge, understanding and skills required to consistently deliver high-quality interactions. (We do) • EYO will work with HT and Pedagogy Pioneer to plan and implement spread e.g., through modelling, planning with colleagues, monitoring, quality assurance to consistently deliver high-quality interactions. (You do) • Plan for intentional interactions, i.e., incorporate opportunities for sustained shared thinking into planning and daily routines.		Pre- during and post-professional learning self-evaluations practitioner confidence / knowledge ratings on high quality interactions and on their abilities as a leader to improve practice in this area. At least 90% of observed interactions rated as good or better (QIF ELC).

conversations and episodes of sustained shared thinking. (**Placing the human rights and needs of every child and young person at the centre of education)**		• Prioritise uninterrupted time for high-quality adult–child interaction • Observe and record frequency / quality of sustained shared thinking episodes. • Set targets (e.g.,80% of practice observed as good or better) • Evaluate impact on children, i.e., track improvements in communication, language, and engagement. • The ELC staff team will continue to develop consistency in the deliver of skills sessions.		All practitioners report (at weekly planning sessions) the implementation of at least 2–3 intentional interaction strategies daily (e.g., open-ended questioning, commenting rather than directing, extending children's thinking, etc). An increase in the number of children on track in the ELC Tracker for the specified statements around expressive and receptive language skills and participation in conversations. A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5 for the specified statements around expressive and receptive language skills and participation in conversations. . Increase in the number / frequency (pre and post) of quality of sustained shared thinking episodes, evidenced through observations recorded on Seesaw.
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): By April 2027, all practitioners participating in the EYO Leader of Learning programme will consistently apply inclusive, impactful pedagogy to meet learner needs through inclusive and enabling environments, structures and routines, responsive and intentional approaches (differentiation and adaptive pedagogy), inclusion, equity and support and learning through exploration and play. (**Placing the human rights and needs of every child and young person at the centre of education)**		• EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of inclusive, impactful pedagogy. (I Do) • EYO will support the Pedagogy Pioneer to further develop their knowledge, understanding and skills required to consistently deliver inclusive, impactful pedagogy. (We do) • EYO will work with HT and Pedagogy Pioneer to plan and implement spread e.g., modelling, planning with colleagues, monitoring, quality assurance to consistently deliver inclusive, impactful pedagogy. (You do) • Develop a whole setting shared understanding through guidance and professional dialogue. • Review and improve environments, routines, and inclusive approaches. • Embed differentiation and intentional planning to meet learner needs. • Use peer observation and enquiry to reflect and improve practice. • Monitor impact through observations, engagement, and self-evaluation. • Continue to establish a consistent approach in the tracking and monitoring of children with additional support needs to ensure they are well-timed and well-matched to their stage of development.		Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on inclusive, impactful pedagogy and on their abilities as a leader to improve practice in this area. At least 90% of observed practice evaluated as good or better (QIF ELC) Evidence of regular use of coaching between LOL and practitioners), reflection, and enquiry to improve practice (recorded through professional dialogue and take away tasks from sessions). Improved learner engagement and participation, evidenced through observations on Seesaw. An increase in the number of children on track in the ELC Tracker. A narrowing of attainment gaps in the ELC Tracker between Q1 and Q5.

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** **(Placing the human rights and needs of every child and young person at the centre of education)**		Staff to engage with technical frameworks published by the CIC and engage with curriculum making at Early level through: • Friday Meetings • Networks • Cluster Opportunities • Reading Technical Frameworks	By June 2027	Planning Evidence and QA Floorbooks Observations Self-evaluation Staff Meetings

★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare

★ HSCS - Health and Social Care Standards