

BROXBURN ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2025 / 2026



A child-centred play based pedagogy and curriculum,
supporting the delivery of high quality ELC in West Lothian



Courage

Relationships

Relevance

Values



Broxburn Early Learning Centre:
"Where children have the freedom to explore and learn in a nurturing environment, which allows them to grow and develop to reach their full potential".

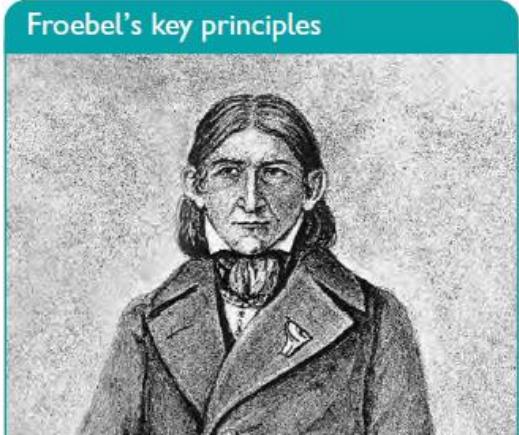


Fig.1: Friedrich Froebel 1782-1852



- Freedom with guidance
- Unity, connectedness and community
- Engaging with nature
- Learning through self-activity and reflection
- The central importance of play
- Creativity and the power of symbols
- Knowledgeable and nurturing educators



Courage

Relationships

Relevance

Values

All schools should consider a curriculum rationale for ELC that takes account of the most recent national and local guidance related to the current situation. 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 (Curriculum for Excellence) Narrative'. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

| Broxburn 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: Children will experience a respectful ethos, which places the rights and needs of every child at the centre of learning.</p> <p>Staff and children will experience a consistent, nurturing culture to support positive health and wellbeing.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | | <p>How will an Agile approach to strengthening the 4 capacities support all learners? In planning our early level curriculum, we must look to the kind of world our learners are living in now and will be living in in the future.</p> <p>UNCRC: UNCRC Rights evident through the whole ELC community, including displays, newsletters and policies. Incorporate UNCRC articles within observations.</p> <p>Wellbeing : Staff training on Zones of Regulation – EYOs already trained Wellbeing Indicators embedded through all areas in ELC setting</p> <p>Personal Plans: Following recent audit, ensure all aspects of personal Plans are up-to-date and reviewed 3 x a session.</p> <p>H&WB of Staff</p> <ul style="list-style-type: none"> • Further engage staff in mindfulness sessions – schedule in Friday sessions • Silent Disco • Positive feedback - 'shine a light on' staff • Social activities. | | <p>How will you baseline where you are in order to measure next steps and impact? (Refer to ELC Tracker)</p> <p>Are the articles present in our ELC planning and environment</p> <p>Impact of Zones of Regulation – children regulating emotions</p> <p>Questioning – can children recognise the indicator symbols and what they mean?</p> <p>Monitoring of personal plans on calendar</p> <p>Staff health and wellbeing survey (September and June)</p> |



| | | | |
|--|--|--|--|
| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>To experience high quality learning experiences in literacy and numeracy by developing a clear, coherent strategy across the four contexts for learning within our ELC setting, providing opportunities for creativity.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | <p>How will an Agile approach to strengthening the 4 capacities support all learners?</p> <p>The agile learning culture must be responsive to the needs and aspirations of our early learners and develop the knowledge and skills they will need for learning, life, and work in the future.</p> <p>Literacy and Numeracy Outdoors</p> <ul style="list-style-type: none"> • Resourcing of outdoor area to support literacy and numeracy. <p>Literacy</p> <ul style="list-style-type: none"> • Box Clever training for new staff; to be used by all at group time, as well as throughout the day with targeted groups of children • Develop staff confidence in implementing pre-requisite oral language skills. • Create a recipe book with children to develop literacy/numeracy skills and provide a home link. • Continue to use new format Renfrew vocabulary assessment with all children - training for all staff • Continue to provide story-telling session daily, inside and outside. <p>Literacy and Numeracy:</p> <ul style="list-style-type: none"> • Refreshed Early level Literacy and Numeracy pathways – consistent in planning • Regularly assess learning through use of quality observations, floor books, and learner's journals/Seesaw and update trackers. <p>Staff further develop their leadership skills in Early Years with practitioners taking responsibility for developing areas of the curriculum.</p> | <p>Baseline where we are in order to measure next steps and impact? (Refer to ELC Tracker). Analyse data</p> | <p>Staff evaluate knowledge and understanding of the pathways.</p> <p>Children using the language of literacy/numeracy throughout the day.</p> |
|--|--|--|--|



| | | | |
|---|--|--|--|
| <p>Tackling the attainment gap between the most and least advantaged children (targeted): Children within Q1 and 2, and CoS levels 2 and 3 will be attaining green for H&WB, Literacy and Numeracy by the end of their preschool year.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</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>ELC – Look at SIMD/Quintile levels – plan/resource to meet needs of our learners. Review attendance levels.</p> <p>Staff discuss 'Top 10 things children in an ELC should experience between ages 3 and 5 years.</p> <p>To further develop practitioner confidence in using data to inform next steps for improvement in learning and regular opportunities to tracking and monitor progress using trackers</p> <p>To promote confidence of staff in using visuals consistently and effectively – training for new staff, visuals on lanyards</p> <p>Positive Response Plans to be copied and more accessible for all staff.</p> <p>Sign-a-long training – for new staff and update for other staff.</p> <p>Use "scripts" for all staff to ensure the use of the same language for consistency. Share our approaches with our families.</p> <p>SWAY for healthy eating – promoting rights and child choice – along with new Setting the Table guidance.</p> | | <p>Documented in PEF Plan</p> |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people: Children establish skills in real life contexts.</p> | <p>How will we ensure the four fundamental capacities are strengthened with an Agile Learning approach to the Curriculum?</p> <p>OUTDOOR LEARNING</p> <ul style="list-style-type: none"> To continue to redevelop and upgrade the ELC outdoors to ensure it meets the needs of all our children – engage a parent group | | <p>The tracker information allows ELC practitioners to: "build on what the child already knows" (<u>Realising the Ambition 2020:52</u>).</p> <p>Outdoor learning audit tool</p> |



| | | | |
|--|---|----------------------------------|--|
| <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> <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>1+2 LANGUAGES</p> <ul style="list-style-type: none"> • Sing songs in different languages, dance to music from different countries, learning hello and goodbye in different languages <p>SKILLS</p> <ul style="list-style-type: none"> • Continue to use language around job titles and roles. • Continue to develop life skills through role-play, woodwork and gardening. • HNC students within our ELC setting <p>Digital Learning and resources: Increase resources to allow: Children will use apps on tablets (related to planning wall) to enhance their learning, they will participate in interactive whiteboard activities, and they will take photographs of their learning outcomes.</p> <p>Family and Community Links Peep and Book bug sessions planned for</p> <p>Froebelian approaches to learning: Further developing our Froebelian practice, ensuring literacy and numeracy is planned for. Further developing our Froebelian practice (garden) – involve parents and families</p> <p>Metaskills: Introduce the vocabulary of meta skills within the early level curriculum</p> <p>Intergenerational Learning Continued visits to Bield Housing care home.</p> <p>Key practitioner remits and action plans based on WLC networks.</p> | <p>Digital Skills audit tool</p> | <p>Trained staff have a clear understanding of Froebel Principles and share this with ELC practitioners. Children's voices evident throughout planning, floor-books and observations. Children are aware of their next steps in learning.</p> <p>Feedback sessions as part of Friday Forecast sessions</p> |
|--|---|----------------------------------|--|

*Quality Framework for Day-care of Children, Childminding and School Aged Childcare



Courage

Relationships

Relevance

Values