

ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP

2026 / 2027



Courage

Relationships

Relevance

Values

ELC Vision and Values



Froebel's key principles

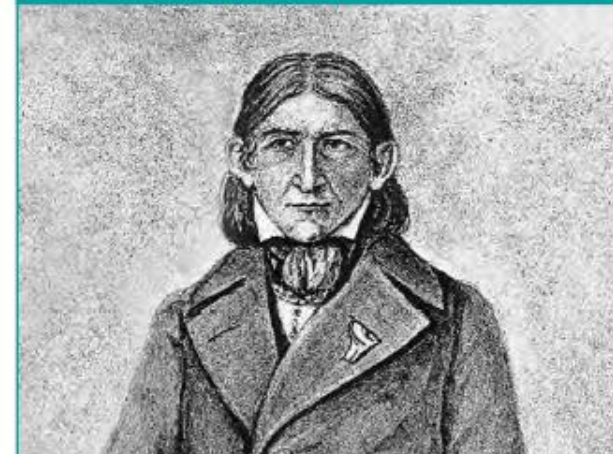


Fig.1: Friedrich Froebel 1782-1852

- 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

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".



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Broxburn ELC Curriculum Rationale

Our Vision

At Broxburn Early Learning Centre, we believe every child is a capable, curious and unique learner. We provide a nurturing, inclusive environment where children feel safe, valued and supported to achieve their full potential.

Key Messages:

Learning Through Play

Play is at the heart of our curriculum. Children learn best through exploration, investigation, creativity and meaningful experiences that build skills for learning, life and work.

Child-Centred Learning

Children's interests, needs and strengths shape our planning. Practitioners use skilled interactions to extend learning and provide appropriate challenge and support.

Relationships Matter

Positive relationships with children, families and the wider community are central to our practice. Strong partnerships promote wellbeing, confidence and a sense of belonging.

Our Curriculum Drivers

Our curriculum is underpinned by:

- Relationships – building trust, belonging and connection.
- Relevance – making learning meaningful and linked to real-life experiences.
- Values – promoting kindness, respect, inclusion and children's rights.
- Courage – encouraging resilience, independence and confidence to try new things.

Inclusion and Equity

We are committed to ensuring every child has opportunities to participate, succeed and thrive. We celebrate diversity and provide support tailored to individual needs.



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Developing the Four Capacities

Through high-quality early learning experiences, we support children to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Our Aim

To provide high-quality early learning experiences that nurture happy, confident and resilient children who are ready for their next stage of learning and equipped with the skills they need for the future.



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BROXBURN 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 100% of practitioners demonstrating improved understanding and application in practice, evidenced through observations, self-evaluation, and professional dialogue. <i>(Placing the human rights and needs of every child and young person at the centre of education)</i>	*See below	2 X EYOs will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to further develop knowledge and understanding of social-emotional development (self-regulation and executive function). (I Do) - EYOs 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) - EYOs 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).	March 2027	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 100% 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): Interaction is a focus By March 2027, all practitioners in the setting will improve the quality of their interactions with children specifically consistently engaging in back-and-forth conversations and episodes of sustained shared thinking. (Placing the human rights and needs of every child and young person at the centre of education)		- EYOs 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) - EYOs will support the Pedagogy Pioneer to further develop their knowledge, understanding and skills required to consistently deliver high-quality interactions. (We do) - EYOs 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. - Prioritise uninterrupted time for high-quality adult-child interaction - Observe and record frequency / quality of sustained shared thinking episodes. - Set targets (e.g., 90% of practice observed as good or better) - Evaluate impact on children, i.e., track improvements in communication, language, and engagement.	March 2027	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). 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.
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Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): Wide overarching example 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)		- EYOs will attend 6 LOL sessions, 3 coaching meetings, a sharing event, and relevant CLPL to develop knowledge of inclusive, impactful pedagogy. (I Do) - EYOs will support the Pedagogy Pioneer to further develop their knowledge, understanding and skills required to consistently deliver inclusive, impactful pedagogy. (We do) - EYOs 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.	April 2027	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. Pre- during and post-professional learning self-evaluations practitioner confidence/knowledge ratings on strengthening the home learning environment and on their abilities as a leader to improve practice in this area.
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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 Our priority this session is to engage with and provide feedback on the emerging curriculum framework, focusing on understanding and applying the new 'Know-Do-Understand' approach at the Early Level. (Placing the human rights and needs of every child and young person at the centre of education)		1. Engage with the Know-Do-Understand Framework Action: Participate in professional learning sessions focused on the new Know-Do-Understand approach, exploring how big ideas, concepts, knowledge, and skills are structured at the Early Level. Example: Attend a workshop where staff collaboratively map out what children at Early Level should know, do, and understand in a specific area (e.g., early numeracy or literacy). 2. Collaborate on Curriculum Design Action: Form small teams to co-design learning experiences using the new framework, sharing ideas and resources with colleagues. Example: Work with peers to create a cross-curricular project (e.g., "Our Local Community") that integrates the Four Capacities and Contexts for Learning, then present the planning process and outcomes to the wider staff group. 3. Reflect and Share Practice Action: Regularly reflect on curriculum making in team meetings, using examples from practice to discuss what is working and where further support is needed. Example: Use a staff meeting slot to share a recent learning experience, highlighting how the planning incorporated the Know-Do-Understand approach and discussing observed impact on children's engagement. 4. Access and Respond to Emerging Guidance Action: Review emerging outputs from the CIC co-design groups as they are released and provide feedback via the Curriculum Improvement Cycle website. Example: Allocate time during Friday Forecasts to explore the latest CIC materials, then submit collective feedback as a team. 5. Participate in Professional Learning Communities (PLCs) Action: Join or establish a PLC focused on curriculum making at the Early Level, with regular meetings to	June 2027	Measures of Success for Early Years Actions (Early Level) 1. Engagement with the Know-Do-Understand Framework Measure: Staff can clearly articulate and exemplify the Know-Do-Understand approach in planning discussions and documentation. Evidence: Annotated planning documents, staff feedback forms, or short presentations where staff explain how they have applied the framework. 2. Collaboration on Curriculum Design Measure: Increased frequency and quality of collaborative planning sessions focused on Early Level curriculum making. Evidence: Meeting logs, shared planning resources, or records of co-designed learning experiences. 3. Reflection and Sharing Practice Measure: Regular sharing of reflective accounts or case studies demonstrating curriculum making at the Early Level. Evidence: Minutes from team meetings, reflective journals, or displays of shared practice. 4. Access and Respond to Emerging Guidance Measure: Staff actively review and provide feedback on emerging CIC guidance and materials. Evidence: Records of feedback submitted to the CIC website, or summaries of team discussions about new guidance.
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		discuss challenges, share strategies, and celebrate successes. • Example: Set up a monthly PLC meeting where staff bring examples of curriculum planning and discuss how they are embedding the Four Capacities and new guidance. 6. Involve Children and Families • Action: Gather input from children and families about what is meaningful and relevant in their learning and use this to inform curriculum planning. • Example: Use simple surveys or learning conversations with families to identify interests and priorities, then reflect these in planned experiences. 7. Document and Celebrate Progress • Action: Keep a visible record (e.g., a floor book, curriculum making display or digital portfolio) of new approaches, resources, and successes in curriculum making. • Example: Create one of the above ideas, showing how staff are applying the Know-Do-Understand approach, with photos, planning examples, and children's work. These actions are designed to build confidence through collaboration, reflection, and engagement with the evolving curriculum framework, ensuring early years staff are well-prepared for the changes ahead and can demonstrate their growing expertise in curriculum making at the Early Level.		5. Participation in Professional Learning Communities (PLCs) • Measure: Consistent participation in PLCs with documented outcomes related to curriculum making. • Evidence: PLC meeting notes, action plans, or examples of changes made as a result of PLC discussions. 6. Involvement of Children and Families • Measure: Curriculum planning reflects input from children and families, and staff can describe how this input shaped learning experiences. • Evidence: Surveys, feedback forms, or planning documents showing how family and child voice is incorporated. 7. Documentation and Celebration of Progress • Measure: Visible displays or digital portfolios showcase staff progress and confidence in curriculum making. • Evidence: Photographs, wall displays, floor books or digital records highlighting new approaches and successes. These measures provide clear, practical ways for early years staff and leaders to track and evidence increased confidence and competence in curriculum making at the Early Level, in line with the evolving Curriculum Improvement Cycle.
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- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards



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**Links to QIF ELC and HSCS:*

Leaders of Learning Theme	QIF Link	HSCS Link
Leadership of Change	1.3	Improvement, safe care
Reflective Practice	1.1, 2.3	Staff competence
Professional Learning	1.2	Skilled workforce
Relationships & Values	2.3	Compassion, dignity
Continuous Improvement	1.1	Commitment to improvement

CIC Stage	QIF Link	HSCS Link
Assess	1.1, 2.3	Voice, participation
Plan	1.2, 1.3	Personalised care
Do	2.3, 3.2	Quality experiences
Review	1.1, 3.1	Continuous improvement



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