

TORPHICHEN ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

Torphichen Nursery Class



2021 / 2022

Our Vision:

Together we Nurture and Care

Our Values:

We are all friends.

We are kind.

We share our Learning and celebrate our Achievements

We are valued as individuals.

We are confident and resilient.

Our Aims:

Within a safe, welcoming, caring and inclusive environment, our nursery is committed to fostering curiosity and a desire to learn through play. Children are actively engaged in their own learning. They are encouraged to develop their interests, take appropriate risks and embrace challenges to become resilient, responsible and active members of society. We work on maintaining partnerships with all stakeholders to ensure that an holistic approach to the well-being of children is embedded in our practice.

Our Recovery Curriculum Rationale

In Torphichen our aspiration is to provide a dynamic and flexible curriculum which is fit for purpose in preparing all learners to take their place in a modern multilingual society and economy by providing 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 and teaching by creating a curriculum which is designed to:

- firmly focus on the needs of the learner and support them in a range of ways, which will enable them to develop the four capacities of successful learners, confident individuals, effective contributors and responsible citizens
- provide opportunities for all to be actively engaged in their own learning

- provide a broad general education by focusing on the 7 principles of: breadth, depth of learning, challenge and enjoyment, personalisation and choice, progression, coherence and relevance
- provide progression through transitions and levels which will be closely monitored and tracked to ensure the opportunity of attainment and achievement at the highest level for all.

Torphichen Primary - ELC Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC and NH&SCS	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Strengthen an ethos and culture of inclusion participation and positive relationships across the whole learning community and ensure our spaces (indoors and outdoors) are used effectively to promote this.</p>	<p>3.1/2.6</p> <p>1.2</p> <p>1.29</p> <p>1.32</p> <p>3.4</p> <p>4.13</p>	<ul style="list-style-type: none"> • HWB champion to lead and support development work, including a refresh of the whole school nurturing approach • Embed the refreshed vision, values and develop new aims with all stakeholders • Extend opportunities for parental involvement in the delivery of the health and wellbeing curriculum • Embed the use of WL pathways to support progressive learning across the HWB curriculum. • Promote diversity, equality and inclusion within the setting and include family learning activities to support this. • Continue to develop outdoor play – including a focus on sustainability – linked to the grounds and wider community • Review and refresh vertical and horizontal transitions • Include opportunities for staff to engage in events that support their HWB. 	<p>June 2022</p>	<p>Short term:</p> <p>Learners will be safe, healthy, active, nurtured, respected, responsible and included.</p> <p>All stakeholders will feel supported and listened to.</p> <p>Long term:</p> <p>Increased feeling of wellbeing will translate into improved engagement and motivation for pupils, families and staff alike.</p> <p>MEASURES:</p> <ul style="list-style-type: none"> • Daily HWB check-ins will show almost all children reporting positively. • Next steps in Learners' Journeys will evidence use of pathways. • Feedback from family Stay and Play sessions • Comments on Learners' Journals from parents and pupils will be positive.
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Review and improve systems for moderation and tracking of achievement across literacy and numeracy to ensure gaps and strengths are accurately identified and supported.</p>	<p>2.3/2.5/3.2</p> <p>4.19</p> <p>1.13</p> <p>1.6</p> <p>2.8</p>	<ul style="list-style-type: none"> • Staff to engage with the Sharepoint resources to support literacy and numeracy • Staff to use WL literacy and numeracy pathways and benchmarks and review the use of targets to support learning. • Trackers will be used to identify appropriate next steps, which will be shared on Online Journeys and acted upon with staff and family support. • Phonological development focus groups for all children. • Big Bedtime Read initiative to be reintroduced and Story Sack initiative introduced. • Improve robustness of tracking systems where targeted interventions are in place. 	<p>June 2022</p>	<p>Short term:</p> <p>Learners will engage regularly with activities through indoor and outdoor play which develop key aspects of literacy and numeracy learning.</p> <p>Long term:</p> <p>Improved attainment in literacy and numeracy for all learners.</p> <p>MEASURES:</p> <ul style="list-style-type: none"> • Analysis of range of evidence will demonstrate increased levels of
<p>Closing the attainment gap between the most and least advantaged children:</p>	<p>4.18</p>		<p>June 2022</p>	<ul style="list-style-type: none"> • Analysis of range of evidence will demonstrate increased levels of

<p>Effective employment of improved moderation and tracking practices will lead to evidence-based targeted supports being in place for all identified learners.</p>				<p>achievement – in line with benchmarks</p> <ul style="list-style-type: none"> • Attainment data over time will show increase in percentage of learners achieving or exceeding expected levels. • Tracking of targeted interventions impact will show accelerated learning for identified children. • Family feedback on Borrow bag initiatives will be positive. • Observations will show children applying literacy and numeracy skills through play • Monitoring of Learner Journeys will show next steps are being acted upon
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Practitioners will continue to develop their understanding of agile approaches to learning, in order to further promote learner agency, autonomy and the development of the four capacities across all contexts for learning.</p>	<p>3.3/2.7</p> <p>1.30</p> <p>1.31</p> <p>1.32</p>	<ul style="list-style-type: none"> • Embed and extend pedagogies which support pupil agency and skills development • Planning will show explicit and purposeful links to STEM and science and technology outcomes. • Setting will make clear links between agency, autonomy, the four capacities and contexts for learning, using improved moderation and tracking approaches to support this • Enhance community links and partnership opportunities through contact with parents/carers, the academy, West Lothian College, New College Lanarkshire and local businesses. • Staff will increase the range and quality of digital tools and skills used to enhance learning through play. 	<p>June 2022</p>	<p>Short term:</p> <p>Long term:</p> <p>Increased engagement in learning ultimately translating into improved attainment (particularly in core learning areas) and development of the four capacities.</p> <p>SHORT TERM MEASURES:</p> <ul style="list-style-type: none"> • Qualitative evidence will show improved motivation and engagement among learners • Observations will show increased use of digital tools by staff and children to support and enhance learning through play.