



ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP

2026 / 2027



Courage

Relationships

Relevance

Values

ELC Vision and Values

At Parkhead ELC our vision for our children is:



Our values are linked to our vision statement and are also SHANARRI wellbeing indicators that are at the heart of our setting.

Vision Statement	Value	What it means to us
Growing	Nurture	We keep ourselves safe and healthy.
Caring	Respect	We care for our friends and our nursery.
Learning	Achieving	We try our best.
Together	Inclusion	Everyone gets to play and learn.



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Parkhead Nursery Aims:

- To create a welcoming and inclusive environment which promotes positive relationships and supports everyone to feel nurtured, valued and respected.
- To provide engaging, fun, and challenging learning opportunities that promote pupil voice and develop our learner's uniqueness, creativity, independence, and resilience.
- To work in partnership with pupils, parents and our local community to co-create a curriculum that is meaningful, relevant, enjoyable, and develops skills for life-long learning.
- To create a culture of high expectations and aspirations for all our pupils where every child is treated as capable and intelligent and their achievements, participation, and attainment are celebrated.



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ELC Curriculum Rationale



Parkhead 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: Our vision, values, aims and curriculum framework will ensure the health and wellbeing of our children, families and staff is well supported. Daily practice within the setting will demonstrate an enhanced understanding of social-emotional development from most practitioners. (Placing the human rights and needs of every child and young person at the centre of education)	HGIOELC: 1.2 1.3 2.1 2.2 2.3 3.1 NH&SCS: 1.2, 1.12 1.13, 1.14 1.15, 1.19 1.23, 1.25 2.17 3.1, 3.3, 3.4 3.5, 3.8, 3.9 3.10, 3.19 3.20, 3.21 3.22 4.1, 4.3, 4.8 4.11, 4.14 4.16, 4.17 4.19, 4.20 4.21, 4.25 4.27	- Ensure new staff members and new cohorts of children and families have a sound understanding of our vision statement, values and aims and that these continue to be embedded in the daily practice of the setting. - Enhance our curriculum rationale by adding children's voice through the use of QR codes to create an interactive display and digital representation. - PT, EYO and ELCASM will continue to work closely to provide strong leadership to support and encourage practitioners to look inwards, outwards and forwards to achieve consistently high standards for ELC practice and provision e.g. Best Practice Visits, use of WLC Audits, Quality Assurance, etc; - EYO will attend 6 LOL sessions, 3 coaching meetings, a sharing event and relevant CLPL to further develop knowledge and understanding of social-emotional development in the setting with a focus on inclusive practice and supporting children to communicate and understand their emotions. - EYO will support the Pedagogy Pioneers to further develop their knowledge and understanding of social-emotional development and the application of this across all practitioners e.g. through modelling, planning with colleagues, monitoring, quality assurance; - Develop shared understanding of social-emotional development and an 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, inclusive environment; - HWB/UNCRC leads to complete relevant audits to inform and implement HWB Action Plan. - Through above actions ensure a focus on building relationships within the new staff team.	June 2027	- Feedback from parental consultations and Stay and Play event indicate an understanding of our vision, values and aims. - Practice observations – vision, values and aims are evident in daily practice. - Consultation of learners will evidence an understanding of vision and values. - Pre- during and post-professional learning self-evaluations demonstrate improved practitioner confidence/knowledge ratings on social-emotional development and on their abilities as a leader to improve practice in this area. - Observation of practice: most 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.
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): All children will have access to regular, well-planned high quality learning experiences indoors and outdoors with a focus on Literacy and Numeracy skills through the provision of literacy and numeracy rich environments. Increased staff confidence in the process of moderation and achievement of Literacy and Numeracy skills ensuring consistency of professional judgement across the setting. (Placing the human rights and needs of every child and young person at the centre of education)	HGIOELC: 2.2 2.3 3.2 NH&SCS: 1.6 1.30 3.14 4.19 4.25	- WLC Literacy and Numeracy Audit Tools will be used to evaluate environment and provision and inform Action Plans. - Literacy Lead to implement Literacy Action Plan with a focus on inclusive and impactful pedagogy. - Numeracy Lead to implement Numeracy Action Plan with a focus on inclusive and impactful pedagogy. - Practitioners to attend EY Network sessions focussed on Literacy and Numeracy. - ELCASM, PT and EYO will continue to support practitioners in moderation activities, planning meetings and Excellence & Equity meetings to increase their confidence with using the progression pathways and WLC ELC Trackers to make consistent judgements on children's learning and progress. - Continue to use tracker moderation documents per tracker statement, to ensure a consistent understanding or *, 1,2, 3 ratings for N4 and N5 and to inform skills sessions.	June 2027	- E&E Meetings and WLC trackers: Most N4 and N5 learners will be on track across most areas of Literacy and Numeracy. - Skills session feedback and tracker data will demonstrate improvement in key focus areas of literacy and numeracy - Distributive Leadership Action Plans for session 2026/27 to be created and tracked Quality Assurance: Planning Observations Personal Plans Seesaw observations Excellence & Equity meetings
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches):		All ELC practitioners will participate in termly Excellence & Equity meetings led by PT to identify children with barriers to learning		- Excellence and Equity meetings will show progress for all learners with a



Through observation and effective analysis of assessment data children's needs are identified early and appropriate, proportionate and timely support and strategies are put in place to close the attainment gap. Effective partnerships will have a positive impact on children's progress in key areas of learning in literacy, numeracy and health and wellbeing. (Placing the human rights and needs of every child and young person at the centre of education)		and appropriate strategies agreed to support their progress with a particular focus on children in Quintiles 1 and 2. • Analysis of ELC Tracker data lead by PT and EYO carried out termly to identify areas of literacy, numeracy and health and wellbeing with highest percentage of learners off track. Data analysis results will be used to inform focus for skills sessions. • Continue positive progress made with targeted interventions – ensure all practitioners can use Up, Up and Away resource to inform appropriate interventions for their key children where relevant. • Lead by EYO as part of LO project all ELC staff will engage with relevant CLPL resources from WLC Addition Support Needs Service to help inform support strategies to meet children's individual needs e.g. sensory circuits, TACPAC, interventions focussed on social interactions, etc. • PEEP Learning Together Programme to be delivered to support families with their children's learning and development. • PT and EYO to maintain effective partnerships established with outside professionals/agencies to support children's learning and development.		particular focus on children in Quintiles 1 and 2. - WLC trackers: tracker analysis will show an improvement in percentage of learners on track following skills-based focus on chosen tracker statements. Quality Assurance: - Planning - Observations - Personal Plans - Seesaw observations - Excellence & Equity meetings - PEEP Survey: Almost all participants will report a positive impact on their child's learning and development following attendance at sessions. - Partners consultation: Almost all partners will report our setting works effectively with them to meet children's needs.
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	HGIOELC: 1.1 1.3 2.2 2.3 2.5 2.7 3.3 NH&SCS: 1.31 1.32 2.27	• All practitioner to engage in technical frameworks published by the Curriculum Improvement Cycle. • WLC Digital Technologies Audit Tool will be used to evaluate provision and inform Action Plan. • Digital Lead to implement Digital Technologies Action Plan. • WLC Outdoor Learning Audit Tool will be used to evaluate provision and inform Action Plan. • Outdoor Learning Leads Implement Outdoor Learning Action Plan led by Outdoor Learning lead.	June 2027	- Consultation of learners will evidence a positive evaluation of learning opportunities on offer in the setting. - Parental Feedback/Survey: positive evaluation of learning opportunities available in setting. Quality Assurance: - Planning - Observations



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Learners are provided with a curriculum that is inclusive and provides meaningful learning opportunities that develop skills for lifelong learning. (Placing the human rights and needs of every child and young person at the centre of education)		Community Links Lead to implement Community Links Action Plan.		Personal Plans Seesaw observations Excellence & Equity meetings
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- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards



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