

St Anthony's ELC ACTION PLAN

2024 / 2025



Our Curriculum Rationale

To create a consistently caring and welcoming environment to enrich our children's lives by providing opportunities for learning and growing through education, play and social experiences in partnership with parents carers and our wider community.



Our Vision

To embed in St Anthony's ELCC our strong culture of caring and nurturing values making us a highly respected centre of learning within our community.

To practise an innovative approach by staff in teaching a variety of life skills to prepare children for the ever-changing world of work.

St Anthony's ELC is a place for children to grow, learn and play in a welcoming, nurturing way.

To demonstrate a strong sense of commitment to meet the needs of every child by valuing all children and their efforts achievements and successes.



Our Values

We value **Respect** when we can see and value the rights, beliefs and differences of other people,

We value **Nurture** and this is the basis for our Nursery ethos.

We value **Responsibility** when we do the things we are supposed to do and make good choices.

We value **Enjoyment** in the pleasure and fun we find in our activities and experiences.

We value **Friendship** when we build caring and trusting relationships.



Our Aims

To foster lasting home-nursery links that encourage parental engagement to support meaningful learning and healthy growth and development for our children.

To develop outdoor learning through the use of our outdoor space and wider environment to promote active learning about our Community and wider world.

To develop curiosity and enquiry in our children to create an enjoyment of learning within and outwith their place of learning.

Through Self-Evaluation and Excellence & Equity ensure that every child's needs are met and voices heard so that all children are given quality opportunities to reach their potential.



St Anthony's E.L.C. - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>All children will experience a nurturing, stimulating and safe environment indoors and outdoors to progress and develop through activities that are responsive to children's interests and needs.</p> <p>All children will increase understanding of their rights in line with the UNCRC and will be supported in linking them with the wellbeing indicators.</p> <p>The use of Seesaw will continue to be developed to enable parents and carers to be informed and involved in their children's play and learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Ensure safe, clean, inviting and accessible environments for all children learn, play and rest with termly environmental audit tools for each area • All areas to be adequately resourced and replenished • Continue to develop the outdoor space to allow for the same experiences as indoors • UNCRC Floor Book to be continued and built on • UNCRC display indoors and outdoors to use as reference • Skills sessions to model language and support link to wellbeing indicators • Learn 'We've All Got Rights' song • Staff continue to build capacity in using Seesaw to record and share play and learning • As staff increases the number of observations posted to increase to ensure all learning is recorded • Posts to be monitored by ELCASM/SLT • Parental session to inform, support and encourage parental engagement with Seesaw • Stay and Play 		<ul style="list-style-type: none"> • Environmental audits • EYO checks throughout each day • Assess children's understanding through dialogue and discussion and activities • At least weekly entry in UNCRC Floor Book • Children will be able to sing the song • Quality Observations • Increasing number of observation for each child • Skills tagged in each observation • EYO will monitor parental engagement with Seesaw • QA
<p>Securing children's progress, particularly in literacy and numeracy(universal):</p> <p>All children will be exposed to an environment that is rich in language to develop sound and vocabulary acquisition.</p> <p>All children will receive access to an environment that promotes the development of mark making through play opportunities.</p> <p>All children will develop understanding of 1:1 correspondence with pre-school children subitising to 5.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Progress and Support Meetings • Termly Literacy and Numeracy Environmental Audits • Staff leadership roles / action plans will be created to focus on in all areas indoors and outdoors ensuring they are rich in literacy and numeracy to meet needs and targets • Create text rich displays to support learning • Labelling and visuals to support communication • Modelling speech and language • Tailoring language to suit each child • Planned skills sessions to ensure targets are suited to address priorities • Responsive planning • Big Bed time reads / Nursery Rhyme of the Month • Quality observations linked to targets 		<ul style="list-style-type: none"> • Termly Literacy and Numeracy Audit Tools • Quality Observations • Staff judgement • Floor Books • Benchmarks • Trackers
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>Target group will receive opportunities to develop social language skills to support play and learning through high quality activities and games.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Progress and Support Meetings • All staff to know target group and their needs • High quality planning, resourcing and evaluation • Skills sessions • Bespoke activities • LanguageLand block • Extra story each day • Individual conversation each day • Quality observations linked to targets • Big Bedtime Read to increase number of books in household 		<ul style="list-style-type: none"> • Leuven's Scales for target group September and March • Renfrewshire Language Testing • Professional Judgement • Early Years Trackers • Quality Observation



<p>Improvement in creativity skills for life and learning:</p> <p>All children will have access to become independent in digital play and learning each day.</p> <p>All children will experience opportunities, which meet and progress the development of skills by providing play and learning experiences to build challenge, curiosity, creativity and problem solving.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Continue with developing enjoyment and independence in using iPads / Promethean Board / EROL /BEEBOT • Planning that is responsive to children's interests and needs which is then evidenced in quality observations that are linked to targets • Careful consideration of skills attached to each observation to ensure breadth and depth • Skills sessions to support planning and progress • Career Education Standard 'I can' statements to be used to support planning and language around skills and displayed around nursery environment 	<ul style="list-style-type: none"> • Demonstrate through play, art and language their understanding of different jobs and roles • Through discussion about chosen jobs and careers – especially N5 children in preparing a video for moving on ceremony • Captured evidence when children using digital technologies • Quality observations and professional judgement
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