

ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2025 / 2026

Seafield ELC Setting



Courage

Relationships

Relevance

Values

ELC Vision and Values

Together we work to create a safe, happy, nurturing community where everyone is inspired to be the best they can be.

Our Values are:

Friends, Kind, Safe, Respectful

Our Aims are to:

- Provide a safe, nurturing and inclusive environment that recognises and celebrates wider achievement
- Build on our positive relationships with parents and wider community ensuring everyone feels valued and respected
- Encourage children to respect and care for each other, their community and environment indoors and outdoors
- Provide quality learning experiences which meet individual children's needs allowing every child to reach their full potential



ELC Curriculum Rationale

Our Curriculum Rationale:

- We believe our effective curriculum, takes place within a culture of high ambition and where the whole child and their family are supported to learn, achieve and thrive.
- We work collaboratively to develop our curriculum which is underpinned by our vision and values for our school community.
- When designing our curriculum, we considered the needs and uniqueness of our local area, our attainment results, current environmental factors and what our learners and families wanted.
- We want our curriculum to develop independence, where children have a strong voice and where personalisation and choice is built into their everyday experiences. We aim to ensure that learners have the opportunity to apply skills and knowledge across all of their learning, foster creativity, curiosity, enquiry and use technology as an everyday tool to support an agile learning culture within school.
- Our curriculum aims to help every learner in Seafield Primary School and ELC develop knowledge, skills and attributes for learning, life and work and we are making sure that every pupil acquires the four capacities of Curriculum for Excellence to be: Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens



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Seafield 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
Improvement in all children and young people's wellbeing: To ensure that our setting has fully embedded UNCRC and that rights language is being used throughout To support development of fine motor skills (Placing the human rights and needs of every child and young person at the centre of education)		- Ongoing focus to embed UNRCR through Adventure Ted provocation - Scripted statements to be created for use by practitioners to ensure that the language of children's rights is used throughout our setting - Fine motor skills programme developed by lead practitioner to support increased progress in this key aspect of learning	June 2026 Jan 2026 November 2025	- Almost all (91-99%) of children are able to discuss some aspects of children's rights and know that they should have a voice within our setting - All staff are using rights language in their interactions - Almost all N5 children will be able to display a range of fine motor skills, evidenced by number of pupils tracking as amber. Majority of N4 children will track as amber.
Raising attainment for all, particularly in literacy and numeracy(universal): To support children to develop language and communication skills (Placing the human rights and needs of every child and young person at the centre of education)		- Skills groups and planned activities support children to be able to recall and retell a story in sequence with adult support where required - Lead practitioner to Introduce Maths Through Stories approach to make maths more accessible and enjoyable for learners	March 2026 December 2025	- Almost all N5 children will be able to recall and retell a story in sequence, evidenced by Seesaw observations, skills group records and pupils tracking as amber. Majority of N4 children will track as amber. - Parent and child's views to be sought as to impact of maths through stories approach on enjoyment in maths
Improvement in employability skills and sustained, positive school leaver destinations for all young people: To embed outdoor STEM provocations To develop opportunities for children to participate in risky play (Placing the human rights and needs of every child and young person at the centre of education)		- Outdoor STEM to be a feature of our setting, making use of enhanced garden resources, to support children's creativity, curiosity and inquiry in learning and recognising the benefits of quality learning opportunities outdoors - Lead practitioner to develop opportunities for risky play, making use of evidenced based research to support	April 2026 May 2026	- Leuven scale to be used to measure learner engagement in outdoor STEM provocations, with an aim of most children engaging with this. - STAR model to be used to track impact of risky play (Situation, Task, Action and Result)

*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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