West Lothian Council

ELC ACTION PLAN
TO SUPPORT THE DELIVERY OF SIP

2026 / 2027

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.

Seafield -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: ***To embed inclusive, impactful pedagogy, with a strong focus on improving wellbeing, resilience, and independence.*** **(Placing the human rights and needs of every child and young person at the centre of education)**	**Leadership** -staff skills, knowledge and values **Children play and learn** -play and learning -curriculum -learning, teaching and assessment **Children thrive and develop in quality spaces** -quality, safety and maintenance of spaces **Children are supported to achieve** -nurturing care and support -wellbeing, inclusion and equality -safeguarding and child protection 1.2, 2.3, 4.1, 1.25, 2.27	• Deliver professional learning on using open-ended questioning to support inclusive, high-quality interactions. • Provide regular family support sessions (e.g. PEEP/family engagement calendar) focused on building children's resilience and wellbeing. • Develop and share a practical resilience toolkit for use at home and in the ELC. • Create and promote rich, open-ended play opportunities that encourage independence and problem-solving. • Adapt teaching approaches to meet needs, ensuring all children can access and engage in learning (e.g. audit of resources/professional learning for staff/trial new approaches to capturing children's voice)	• Nov 2026 • March 2027 • June 2027 • Ongoing 26/27 session • Ongoing 26/27 session	All staff will consistently use open-ended questioning during observed interactions to support inclusive, high-quality practice. Parents will report increased confidence in supporting their children's resilience and wellbeing, as evidenced through survey responses (Aug 26/Dec 26/March 27) Most children will demonstrate increased independence and problem-solving skills during play, with observations showing regular engagement in rich, open-ended learning experiences and attainment data showing most N5 children tracking green for HWB KAL 2 and 5 .
Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches): ***To build confidence, creativity, and early writing through meaningful mark-making.*** ***Develop subitising skills (recognising quantities without counting).*** ***Ensure consistent, high-quality evidence is gathered and recorded to effectively track and support progress.***	**Children play and learn** -play and learning -curriculum -learning teaching and assessment **Children thrive and develop in quality spaces** -quality, safety and maintenance of spaces **Children are supported to achieve** -children's progress 1.25, 2.27, 2.8, 3.12	• Embed high-quality outdoor mark making, using texts and stimuli to inspire early writing. • Staff to engage with professional learning based on subitising • , modelling mathematical language across play, routines, and group times. • Audit and refine shared approaches to recording observations, aiming to exceed local authority expectations. • Implement an Excellence and Equity timetable within the ELC to support targeted learning and next steps. • Deliver professional learning on creating and using next steps to inform practice.	• June 2027 • Oct 2026 • Jan 2027 • Dec 2026 /March 2026 /June 2026 • August 2026	Run charts will show a clear increase in children's engagement in outdoor mark making over the course of the year. By May 2027, most N5 pupils will be tracking as green against Numeracy and Maths KAL 3 Numeracy lead practitioner to attend all Numeracy Networks Across quality assurance stages, most staff will demonstrate strong practice, regularly going beyond observation expectations.

(Placing the human rights and needs of every child and young person at the centre of education)		• Trial floor book planning (with leadership roles and protected weekly time) to capture children's voice and parental input.	• June 2027	Floor books will include a minimum of one child-led entry per week, with the majority of families contributing over the trial period.
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): ***To develop and embed targeted approaches that promote a strong early reading culture within the ELC.*** **(Placing the human rights and needs of every child and young person at the centre of education)**	**Leadership** -staff skills, knowledge and values **Children play and learn** **-**play and learning -curriculum -learning teaching and assessment -children's engagement **Children thrive and develop in quality spaces** **-**quality, safety and maintenance of spaces **Children are supported to achieve** -children's progress 1.25, 1.30, 1.31, 1.32, 2.27, 2.25	• Deliver planned activities for Book Week and the Big Bedtime Read, including storytelling and modelling a love of reading. • Maintain a consistent book lending system to encourage regular home reading. Themes to link with maths through stories, resilience and diversity. • Use high-quality texts daily to support early reading across play, provocations and skills sessions. • Lead practitioner to attend Literacy networks • EYO to attend Leader of Learning course	• June 2027 • Oct-June 2027 • Ongoing 26-27	Almost all children will participate in Book Week and Big Bedtime Read activities, with at least one planned literacy event delivered weekly. Most families will engage with the book lending system Daily use of high-quality texts will be evidenced in planning and observations, with lead practitioners attending all literacy networks and EYO completing the Leader of Learning course to support consistent, high-quality practice.
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***	**Leadership** -staff skills, knowledge and values **Children play and learn** **-**play and learning -curriculum -learning teaching and assessment -children's engagement	• Professional learning opportunities will be provided to support engagement with Curriculum improvement Cycle/technical frameworks. • Provide daily STEAM provocations through open-ended, play-based experiences grounded in Froebel principles.	• June 2027 • Oct -June 2027	All staff will participate in professional learning linked to technical frameworks and the curriculum improvement cycle. Staff confidence will improve as a result of professional learning. Froebel lead practitioner to attend all Froebel Networks All staff will attend Froebelian professional learning, with follow-up observations

To embed STEAM provocations that develop curiosity, creativity, and problem-solving through play-based learning, grounded in Froebel principles. **(Placing the human rights and needs of every child and young person at the centre of education)**	**Children thrive and develop in quality spaces** -quality, safety and maintenance of spaces **Children are supported to achieve** -children's progress 1.25, 1.30, 1.31, 1.32, 2.27, 2.25	• Extend risky play opportunities through outdoor, resourcing this effectively to encourage exploration and challenge. • Deliver regular fire pit sessions to support real-life learning and collaborative problem-solving. • Lead practitioner to deliver Froebelian professional learning to deepen staff understanding of nature play, open-ended resources, and child-led learning.	• Dec 2026	showing most staff consistently applying Froebel principles in practice The parental engagement calendar will include monthly fire pit session opportunities across the session.

★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare

★ HSCS - Health and Social Care Standards