

# Calderwood Nursery Class Action Plan TO SUPPORT DELIVERY OF SIP

2024/ 2025

A child-centred play-based pedagogy and curriculum,  
supporting the delivery of high quality ELC in West Lothian.



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Connectedness

Creativity

Values

## Vision, Values and Aims

- Our current vision is: Beyond the Dream
- Our current values are: Connectedness, Caring, Creative



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**Calderwood Nursery Class 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	Time scale	Measures of Success
<p><b>Improvement in all children and young people’s wellbeing:</b></p> <p>To embed our vision, values and aims into our curriculum and pedagogy so that all learners have opportunities to demonstrate the 4 capacities, lead their learning and be inspired by Froebelian principles</p> <p>All learners will continue to develop and put into action their understanding of UNCRC and Rights of the Child.</p>	<p><b>HGIOELC</b>                      QI 1.1,                      QI 1.2                      QI 2.2                      QI 2.5                      QI 3.1</p> <p><b>QFDCCSA</b>                      1.1                      1.4</p> <p><b>HSCS</b>                      1.1                      1.2                      1.30                      1.31                      1.32                      1.33                      2.27                      4.1</p>	<p><b>Embedding our vision, values and aims:</b></p> <ul style="list-style-type: none"> <li>• Due to new champions, families and children, develop a greater understanding of our values, vision, aims and rationale through staff CLPL and improvement sessions.</li> <li>• Increase parental awareness of our values and the UNCRC through family learning session and branding of communication with nursery values.</li> <li>• Increase learner awareness of our values by introducing our values fawns.</li> </ul> <p><b>Children will have a clear understanding of their rights and their views influence the decision making in our nursery class:</b></p> <ul style="list-style-type: none"> <li>• Embed UNCRC into practice, learning and play and continue to engage with the UNCRC toolkit.</li> <li>• Create ELC Charter with children and share with parents.</li> <li>• Create opportunities for learners to lead, participate and contribute to the work of the ELC setting and consider how digital tools can support this, (planning, snack ordering, temperature checks etc)</li> <li>• Improve opportunities for child voice to be recorded and have influence for change (e.g. consultative/responsive planning, floorbooks, developing outdoor area, snack ordering etc)</li> <li>• Nursery setting to participate in UNCRC Children’s Day 2024 (November 20<sup>th</sup>) to celebrate and promote rights of the child.</li> </ul>	<p>Dec 2024</p> <p>June 2025</p> <p>Dec 2024</p> <p>Mar 2025</p> <p>Nov 2024</p>	<ul style="list-style-type: none"> <li>• Baseline staff and parent understanding of vision, values, aims (questionnaire) Review in Dec 2024.</li> <li>• Almost all learners will be able to talk about our nursery values, evidenced through staff observation.</li> <li>• Staff will create action plan for distributive leadership and RAG progress.</li> <li>• Staff CLPL evaluations will evidence next step to take forward into practice.</li> <li>• Tracking and monitoring of wellbeing trackers.</li> <li>• UNCRC will be evident in quality assurance observations, planning and in some observations.</li> <li>• Evidence of child voice in consultative/responsive planning, floorbooks, observations and throughout setting.</li> <li>• Photograph/video/Blog/Social media to document participation.</li> </ul>



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<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>To increase staff confidence and knowledge of the Curriculum and WL progression pathways to support planning next steps of learning and consistency of professional judgement.</p> <p>To improve attainment for all learners through curriculum development by enhancing our outdoor environment, improving partnerships with parents and providing planned targeted interventions.</p>	<p><b>HGIOELC</b>          QI 1.2          QI 1.3          QI 2.2          QI 2.3          QI 2.5          QI 3.2</p> <p><b>QFDCCSA</b>          1.3</p> <p><b>HSCS</b>          1.30          1.31          1.32          2.27</p>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Tracker data analysis will be carried out to inform and plan targeted Numeracy interventions for learners.</li> <li>• EYOs and PT will support staff collaboration and moderation activities for Numeracy, engaging with KALS and progression pathways to deepen knowledge of the curriculum. Use tracker data to prioritise areas for development (for example, subitising.)</li> <li>• Maths through story to be implemented across setting, into targeted intervention and shared with families. Trained staff to explore further training opportunities and good practice visits.</li> <li>• Numeracy audit to be completed with a focus on outdoor provision. Audit of resources for concepts, interventions being developed (Maths through Story, subitising)and purchase of resources if required.</li> <li>• Numeracy distributive leadership group to create action plan based on audit evidence and RAG progress of the development of the numeracy curriculum in outdoor environment.</li> <li>• Explore use of digital resources to enhance attainment within Numeracy and how this can be shared with parents to support learning at home.</li> <li>• Good practice visits, working with staff across nursery, school and other settings to develop understanding of curriculum/pedagogy.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Tracker data analysis will be carried out to inform and plan targeted Literacy interventions for learners.</li> <li>• EYOs and PT will support staff collaboration and moderation activities for Literacy, engaging with KALS and progression pathways to deepen knowledge of the curriculum. Use tracker data to prioritise areas for development (rhyming, syllables.)</li> <li>• Champion to explore and implement Mother Songs and Bookbug across setting, into targeted intervention and shared with families. Champion to explore further training opportunities, CLPL and good practice visits.</li> </ul>	<p>Ongoing</p> <p>Dec 2024</p> <p>June 2025</p> <p>Oct 2024</p> <p>Ongoing</p> <p>Mar 2025</p> <p>June 2025</p> <p>Ongoing</p> <p>Dec 2024</p> <p>June 2025</p>	<ul style="list-style-type: none"> <li>• Data gathering to measure impact on children’s progression across literacy and numeracy through WLC trackers.</li> <li>• WLC tracker data to show improvement in subitising, rhyming and syllables across pre-school children by June 2025 (70%+ pre-school children achieving green)</li> <li>• Quality moderation examples and professional dialogue between staff to ensure progression and depth of learning</li> <li>• Staff CLPL</li> <li>• Audit tools for Literacy, Numeracy and digital.</li> <li>• Evaluated action plans informed by audit.</li> <li>• Staff / Parent’s / Children feedback</li> <li>• Evidence of observations on Seesaw and in Floorbooks.</li> <li>• Engagement on seesaw from Nursery and parents data.</li> <li>• Quality assurance and feedback for staff to ensure continuous improvement.</li> </ul>
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		<ul style="list-style-type: none"> <li>Literacy audit to be completed with a focus on outdoor provision using The Literacy Toolkit. Audit of resources for concepts, interventions being developed (Mother Songs, Bookbug, rhyming) and purchase of resources if required</li> <li>Literacy distributive leadership group to create action plan based on audit evidence and RAG progress of the development of the literacy curriculum in outdoor environment.</li> <li>Explore use of digital resources to enhance attainment within Literacy (QR codes for rhyming books) and how this can be shared with parents to support learning at home.</li> <li>Good practice visits, working with staff across nursery, school and other settings to develop understanding of curriculum/pedagogy.</li> </ul>	<p>Oct 2024</p> <p>Mar 2025</p>	
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b> All learners are able to access a curriculum underpinned by our values and make effective progress through well planned interventions, effective parent partnership and a comprehensive transition programme.</p>	<p><b>HGIOELC</b> QI 3.1</p> <p><b>QFDCCSA</b> 1.1</p> <p><b>CNH&amp;SCS</b> 1.6</p>	<ul style="list-style-type: none"> <li>Further develop and promote lending library in nursery entrance area.</li> <li>Ensuring equity for all pupils during and through Nursery initiatives and events to remove any barriers for participation (big bedtime read, author visit, story sacks, home learning activities, carols around the campfire.)</li> <li>Family learning sessions to support learning at home. PEEP sessions to be explored.</li> <li>Tracker data analysis will be carried out to inform and plan targeted Literacy and Numeracy interventions for learners.</li> <li>Processes in place to ensure a smooth transition for all of our learners including enhanced transition meetings and planning.</li> </ul>	<p>Dec 2024</p> <p>Ongoing</p> <p>Dec 2024</p> <p>Ongoing</p> <p>June 2025</p>	<ul style="list-style-type: none"> <li>Lending library records will show regular use.</li> <li>Parental survey on family learning.</li> <li>Feedback from family learning sessions.</li> <li>Trackers to inform targeted intervention and data gathering to measure impact on children’s progress across identified literacy and numeracy intervention.</li> </ul>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p>	<p>QI 3.3</p> <p><b>QFDCCSA</b> 1.3</p>	<p><b>Enhanced and develop our outdoor learning provision and approaches;</b></p> <ul style="list-style-type: none"> <li>Develop our outdoor learning environment to allow for curriculum design and Froebel principles such as freedom with guidance and engaging with nature to be further developed.</li> <li>Outdoor audit of provision for children’s play.</li> </ul>	<p>June 2025</p> <p>Oct 2024</p>	<ul style="list-style-type: none"> <li>Staff CLPL feedback and evaluations.</li> <li>Outdoor Learning Audit Toolkit</li> <li>Pupil input and voice is visible (displayed in Floorbook, Sway or Seesaw)</li> </ul>



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<p>All staff will have improved knowledge of Froebel principles and will use this to provide high quality outdoor learning experiences.</p>	<p><b>CNH&amp;SCS</b> 1.27</p>	<ul style="list-style-type: none"> <li>• Froebel CLPL, professional reading and dialogue opportunities for practitioners.</li> <li>• Audit of outdoor learning environment. Consideration of high quality indoor experiences being available outdoors.</li> <li>• Involve pupils in the design and ideas for the outdoor area.</li> </ul>	<p>Ongoing  Oct 2024  Dec 2024</p>	<ul style="list-style-type: none"> <li>• Staff evaluations HGIOELC challenge questions – use as a baseline and measure.</li> <li>• Pupil voice is recorded on consultative planning.</li> </ul>
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\*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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