

		<p>systems to monitor maintenance of this.</p> <p>Plan and deliver staff CLPL linked to enabling high quality environments and Curriculum for Excellence</p> <p>Enable all staff within the setting to visit high quality settings and have at least one take away they will improve and embed in their practice.</p> <p>Continue to ensure there is a balance between adult supported and child initiated experiences within high quality environments and areas in the setting to enable young people to develop their early literacy and communication skills.</p> <p>Extended Leadership Team in ELC, supported by the DHT, to engage in regular dialogue with Group Leads supporting understanding and awareness of numeracy and literacy skill development.</p>	<p>By Mar 24</p> <p>By Mar 24</p> <p>By Mar 24</p>			<p>□</p> <p>■</p> <p>□</p> <p>□</p>		
<p>Improve understanding of play pedagogy focusing on delivery of the curriculum</p> <p><i>Q2.3, 2.3 and 3.2 HSCS 1.1, 1.3, 2.2, 4.1</i></p>	<p>Increased staff confidence and knowledge and understanding of Early level curriculum</p> <p>Observations will indicate support and challenge is leading to meeting of learners needs</p> <p>Increased confidence of parents and careers engaging with child's learning journey</p> <p>All staff engage positive with professional learning and observations evidence impact of learning in practice</p>	<p>Assess staff confidence levels and knowledge and understanding of the curriculum</p> <p>Establish practitioner/ teacher style Learning Leads / Planning Partners to improve planning for learning across the curriculum.</p> <p>Develop approaches to planning that lead to learning experiences that are meaningful and purposeful by: Plan and deliver staff CLPL linked to Realising the Ambition, responsive and intentional learning, role of the adult and principles of curriculum design Create clear and consistent expectations for planning and assessment – create an ELC Planning Paper.</p> <p>Ensure continuity and progression in CFE is evident in planning and that observations and assessments are used to inform and plan next steps in learning.</p> <p>Increase opportunities for literacy and numeracy engagement through high quality play</p>	<p>By Nov 23</p> <p>By Nov 23</p> <p>By Nov 23</p> <p>By Dec 23</p> <p>By Dec 23</p>	<p>All ELC Staff SEYPs</p> <p>Seconded Class Teacher DHT</p> <p>Head Teacher</p> <p>ACC Support Team Learning and Teaching Lead</p> <p>Realising the Ambition</p> <p>Up, Up & Away</p>		<p>□</p> <p>□</p> <p>□</p> <p>□</p> <p>□</p> <p>□</p>		

		<p>experiences both indoors and outdoors. Create opportunities for protected key group planning time.</p> <p>Build on partnership with Family Learning Worker to develop positive relationships with parents and careers and develop a shared understanding of learning</p> <p>Ensure targeted interventions are in place for individual learners, particularly those with ASN</p> <p>Provide CLPL focusing on CIRCLE, Up and Away. Develop and embed the use of CIRCLE in ELC</p> <p>Connect with schools modelling good practice beyond local authority level.</p> <p>Develop a curriculum that is relevant, support the development of skills and that enables progression by: Establish a peer play network for ELC at ASG level Plan and deliver parental curriculum workshop around Early level curriculum.</p> <p>Family Learning Worker to support the planning, creation and development of school garden and sensory area Develop an ELC curriculum rationale</p>	<p>Ongoing</p> <p>By Mar 24</p> <p>By June 24</p> <p>By June 24</p> <p>By June 24</p>			<p>■</p> <p>■</p> <p>■</p> <p>■</p> <p>■</p>		
<p>Ensure the quality of interactions and support from staff promotes wellbeing and enables children to make progress and reach their full potential</p> <p>Q2.1, 3.1 HSCS 1.1, 1.3, 2.2, 4.1</p>	<p>Observations and professional dialogue with learners and staff will show consistent, positive and warm interactions supporting children's independence skills development.</p> <p>Observations and quality assurance processes will evidence children being fully involved</p>	<p>Review expectations, understanding and confidence of SEYPs linked to their role and responsibility for Child Protection.</p> <p>Ensure robust policies and procedures linked to health, wellbeing, safety and infection control are carefully completed and monitored</p> <p>Ensure toothbrushing is in place and that this is regularly monitored. Complete medication audit and review of Medication Policy. Audit of medication procedures to be embedded into quality assurance processes.</p>	<p>By Nov 23</p> <p>By Dec 23</p> <p>By Dec 23</p>	<p>All ELC Staff</p> <p>ELC Medication Lead</p> <p>SEYPS</p> <p>DHT</p> <p>Head Teacher</p> <p>ACC Medication Policy/ Guidance</p>		<p>■</p> <p>■</p> <p>■</p> <p>■</p>		

	<p>in planning of experiences.</p> <p>Increased staff awareness and confidence in using daily routines as rich opportunities to promote attachment and support skills development and progression</p> <p>Feedback from learners and parents will demonstrate learners feeling valued, independent and responsible</p>	<p>Embed the use of new Nappy Guidance and create a visual linked to expectations.</p> <p>Create and build in opportunities for rest time to the routine of the ELC day.</p> <p>Improve staff engagement and interactions during meal times</p> <p>Create a shared understanding for meal time routines and expectation and fully embed these in the setting and monitor through robust quality assurance processes.</p> <p>Create a Meal Time visual linked to expectations.</p> <p>Improve opportunities for meal times to be used as experiences to develop skills and learnings.</p> <p>Ensure opportunities for modelling good interactions during meal times.</p> <p>Create a guidance script for staff linked to questioning to extend and promote learning</p> <p>Develop an understanding of rights based approach to learning in ELC</p> <p>Create regular opportunities for play and stay sessions for parents and carers</p> <p>Plan and deliver parental engagement session linked to wellbeing indicators and rights of the child.</p> <p>Create opportunities for peer monitoring of interactions with learners</p>	<p>By Mar 24</p> <p>By March 24</p> <p>Ongoing</p> <p>By March 24</p> <p>By June 24</p>	<p>Toothbrushing support</p> <p>Setting the Table</p>	<p>■</p>			
<p>Improve the environment to be numeracy and literacy rich where progress across the curriculum is effectively monitored,</p>	<p>Engagement and participation data will improve</p> <p>Data will indicate improved levels of staff confidence in their responsibility of developing early numeracy and literacy skills across the curriculum</p>	<p>Improve the ELC environment with print, signs and labels and encourage positive interactions around these to develop early language and literacy skills by: Plan and deliver staff CLPL around taking a developmental approach to literacy, language and communication Teacher led literacy support and development in the setting two days a week to model good</p>	<p>By Dec 23</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DHT</p> <p>ELC Support Teacher</p> <p>SEYPS</p> <p>All ELC Staff</p> <p>ACC Support Team</p> <p>Curriculum Lead</p>	<p>■</p> <p>■</p>			

<p>tracked and evaluated</p> <p>Q2.2, 2.3 and 3.2 HSCS 1.1, 1.3, 2.2, 4.1</p>	<p>Observations and quality assurance processes will show increased experiences linked to numeracy and literacy through a well-planned curriculum that enriches learning.</p> <p>Data will indicate progress of learners throughout the curriculum</p>	<p>practice and support planning for continually progression through the curriculum</p> <p>Create a library area that is resourced with rich books and toys to support positive engagement. Encourage regular opportunities for mark making and name writing through the provision of multi-sensory resources and experiences.</p> <p>Develop Story of the Fortnight and fully embed in the setting, linked to parental engagement opportunities.</p> <p>Create daily adult-initiated activities linked to story, songs and rhymes that are well planned for and assessed.</p> <p>Weekly key group visits to the school library to be embedded into weekly routines.</p> <p>Create key words of the week / fortnight to support early language development and link to parental engagement opportunities.</p> <p>Implement Early Talk Boost Plan a package of support to enhance the universal offer, supported by SALT</p> <p>Create opportunities for experiences in numeracy and progression beyond number by: Ensure staff are encouraging number development in their interactions.</p> <p>Create a literacy / numeracy skill of the week or fortnight as a parental engagement activity linked to personal planning/ group planning targets.</p> <p>Create clear and robust systems for tracking and monitoring of curriculum and developmental progress in ELC through:</p> <p>Ensure focussed dialogue between Key Group Leads and SLT linked to progress, development and achievement as part of quality assurance processes.</p>	<p>Ongoing</p> <p>By Mar 24</p> <p>By Dec 23</p> <p>By Dev 23</p> <p>By Dec 23</p> <p>By Mar 24</p> <p>By Mar 24</p> <p>By March 2024</p>	<p>Up, Up & Away</p> <p>Realising the Ambition</p> <p>Information relating to Schemas</p>	<p>□</p>	
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		<p>Create a robust system to keep parents updated and involved in their children's progress</p> <p>Develop practitioner understanding of what achievement of a level looks like.</p> <p>Ensure approaches to planning are flexible yet responsive leading to sustained progress in learning.</p> <p>Ensure creative and innovative ways are used to involve children in planning learning and then used consistently in the setting.</p>					   		
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