

CROFTMALLOCH NURSERY ACTION PLAN TO SUPPORT DELIVERY OF SIP

2024 / 2025



Our Vision, Values and Aims.



What does this mean in our nursery?

Children are at the heart of all that we do. We strive to nurture healthy, independent, curious learners who are confident in their abilities as individuals and show kindness towards themselves and others.

Our three values, which we share with the wider school are: Be Ready, Be Responsible and Be Respectful.

We know that the way in which our values are displayed and understood by children will be different from the start of a child's journey at Croftmalloch than what we would expect to see towards the end. We understand that the way in which children understand and display our values depends on their stage of development and unique needs. Our job is to start with the child and support them from where they are.

In our nursery our values may look like this:

-Be Ready to Learn! -I am growing in independence. I curious and interested in the world around me. I am beginning to share attention with others and develop my ability to listen and take turns. I am beginning to learn how to manage risk.

-Be respectful- I am learning how to be kind, I am learning to share, I am beginning to learn about some feelings.

-Be Responsible- I am learning to care for my nursery and the wider environment, I beginning to be able to help others perform a task or complete a task on my own.

Learn and Play the Crofty Way!

Our learning environment encompasses inspiring, play based areas both indoor and outdoor, which reflect current guidance and key messages in early years practice. We believe in the use of light, space, natural resources and real-life objects/contexts to promote wellbeing and stimulate learning across the curriculum. We endeavour to create a calming, safe learning space where interactions are nurturing and relationships respectful.



Our Curriculum Rationale:



Croftmalloch Nursery

Our Curriculum

Be Ready (To Learn), Be Respectful, Be Responsible

Our Nursery cares for and educates children between the ages of two and five years old, in a warm, friendly and stimulating learning environment. Our team of highly skilled practitioners nurture children to be confident and independent learners who show respect and empathy for others. The nursery environment is carefully planned and designed to facilitate free-flow play and learning experiences, making effective use of the outdoor area and wider community.

Developing children's oral literacy and ability to communicate is a very important part of our daily work at Croftmalloch. Our children benefit from highly supportive interactions and a range of planned experiences that enable them to develop their vocabularies and play with the sounds and rhythms in the English language. Our play areas are well resourced to inspire children to make marks and communicate through the written form. We celebrate the early writing process and allow children to display their work for others to enjoy.

We plan creative, fluid play experiences that change frequently in response to children's interests and needs. Numeracy and Maths experiences, including counting, sorting, weighing and measuring are initiated through the use of 'real life' objects and natural stimuli both indoors and out.

Supporting and developing children's Health and Wellbeing is at the heart of all that we do. We believe that children need to be happy and well in order to learn and achieve of their best. We form close relationships with our families to ensure that children's needs are understood and met in nursery. We support our children to name and begin to understand their feelings, take turns and be kind to one and other. Our children are learning how to stay safe, be independent in personal care routines, prepare and eat health foods and take part in sports and fitness sessions in order to be healthy. We also teach children about each of the Wellbeing Indicators through small group activities and games.

Skills for Learning, Life and Work are developed in all children through visits to our local community and planned activities in our nursery where we learn about and celebrate 'jobs that people do.' Digital technologies are used as a vehicle for learning across the different play experiences and to help children to record and capture events that interest them in the wider environment.

Our children benefit from a range of 'forest skills' experiences in the outdoor area and wider community. These activities allow children to appreciate the wonder of nature and learn to manage risk. They are also lots of fun!

In our nursery, our youngest children are supported through the use of carefully differentiated resources, learning experiences and high quality interactions. We continue to challenge our more able children through creative play experiences and the opportunity to follow their own lines of enquiry as they move towards school.

We are proud of our nursery, our children and what we do.

Croftmalloch Nursery School - ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC and NH&SCS	Proposed actions:	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>All learners are well supported mentally, socially and emotionally so they can fully engage in learning.</p>	<p>3.1 2.2 2.3</p> <p>1.32</p>	<ul style="list-style-type: none"> - Continue to embed principles of Trauma Informed Practice, ensuring that all staff are trained in TIP 1, and identified staff have Level 3 training. - Following achievement of Silver RRS award this session, continue to embed and further develop use of UNCRC articles in the ELC. - Working with all stakeholders, audit existing practice against standard for Gold RRS award. - Continue to build upon existing Outdoor Learning provision, introducing 'Forest School Days', where pupils spend the entire day outside, with reference to 'Out to Play: creating outdoor play experiences for children' (Scottish Government 2020). - Staff CLPL linked to Outdoor Learning provision will ensure additional expertise. - Continue to develop processes for transition between Nursery and P1, including universal approaches for all pupils, and bespoke supports for identified learners. 		<ul style="list-style-type: none"> - By December 2024, all ELC staff will have received training on Trauma Informed Practice. - By June 2025, Gold accreditation to be achieved. - Learner Conversations to show that the majority of pupils have an awareness of their Rights, and are able to talk about these. - Learning Walks show that children's rights are clearly referenced within the environment. - By June 2025, all pupils will have a 'Forest School Day' timetabled once per week. - Quality assurance of SeeSaw will show that these sessions are occurring regularly. - Staff confidence questionnaire shows increased confidence in outdoor provision. - By June 2025, qualitative data from parents, pupils and staff will show increased confidence in transition processes.
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All learners in the ELC receive consistent, high quality learning experiences in numeracy and literacy which offer suitable challenge, differentiation and pace, and are underpinned by effective assessment approaches.</p>	<p>3.2 2.2 2.3</p> <p>1.30</p>	<ul style="list-style-type: none"> - Continue to embed opportunities for staff to engage with data trackers, planning high quality interventions and provocations based on prior assessment. - HT and ELCASM to hold termly tracking meetings with Practitioners, to moderate judgement and support identification of next steps for pupils. - CLPL to be delivered on targeted interventions, ensuring that they are data informed and their impact is measured. - CLPL to be held to support the planning and delivery of provocations and invitations for learning, linked to consultative planning. - Continue to further develop family engagement opportunities, further supporting families in how to extend their children's learning at home. 		<ul style="list-style-type: none"> - By June 2025, all practitioners will have taken part in a moderation session and successfully evaluated interventions with SLT. - By June 2025, staff confidence in use of trackers to inform next steps will have increased, when measured by a pre- and post-CLPL questionnaire. - Quality assurance of learning environment will show more consistent approaches to delivery of provocations and invitations.

				<ul style="list-style-type: none"> - Feedback from families (Parental Ethos Survey) will show that most families feel that there are regular opportunities to engage with the school to support their child's learning.
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Identified children are able to access the whole of the curriculum and make effective progress through well planned, timely and specific interventions.</p>	<p>3.2 2.4 2.5 4.1 1.15 1.19</p>	<p><i>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</i></p> <p><i>Please follow this link https://croftmallochprimary.westlothian.org.uk/ to view our PEF Summary and find out more about our use of Pupil Equity Funding.</i></p>		<ul style="list-style-type: none"> - Documented in PEF plan.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Children will develop skills for learning, life and work through Digital Technology, community links, and Learning for Sustainability.</p>	<p>3.3 1.30</p>	<ul style="list-style-type: none"> - ELC to continue to develop further opportunities for parental engagement to support skills for learning, life and work. - Following feedback from Care Inspectorate, ELC staff to consider ways in measuring and tracking the wider impact of Parental Engagement, beyond attendance at sessions. - Further develop opportunities for our children to access the forest and garden, and extend the outcome of this beyond planting – giving children the opportunity to harvest ingredients and use them to create healthy snacks. 		<ul style="list-style-type: none"> - By June 2025, most families to have attended at least one parental engagement session. - By June 2025, staff to have considered additional measures in relation to parental engagement and begun to track these. - Quality Assurance of SeeSaw, Floorbooks and Learning Environment will show evidence of regular planting, harvesting and preparation of ingredients.