



Linnvale ELCC Improvement Plan

**2024 – 2027
(Session 2025 - 2026 Year 2)**

Next Session (25/26)

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	Wellbeing: - Up, up and away - Emotionworks - Early Level Creative Teaching and Learning: - Visible Learning - Languages 1+2 Raising Attainment: - Count With Me in WDC	Wellbeing: - Review and Develop HWB Curriculum Creative Teaching and Learning: - Curriculum Rationale - Learner Engagement 6 WDCs - Realising the Ambition Refresh Raising Attainment: - Read With Me in WDC	
EMBED	Wellbeing: - CIRCLE - UNCRC - Attendance Creative Teaching and Learning: - Learning for Sustainability Raising Attainment: - Data Literacy	Wellbeing: - Up, up and away - Emotionworks - Early Level Creative Teaching and Learning: - Visible Learning - Languages 1+2 Raising Attainment: - Count With Me in WDC	Wellbeing: - Review and Develop HWB Curriculum Creative Teaching and Learning: - Curriculum Rationale 6 WDCs Raising Attainment: - Read With Me in WDC
EVALUATE		Wellbeing: - CIRCLE - UNCRC - Attendance Creative Teaching and Learning: - Learning for Sustainability Raising Attainment: - Data Literacy	Wellbeing: - Up, up and away - Emotionworks - Early Level Creative Teaching and Learning: - Visible Learning - Languages 1+2 Raising Attainment: - Count With Me in WDC
EXTEND			Wellbeing: - CIRCLE - UNCRC - Attendance Creative Teaching and Learning: - Learning for Sustainability Raising Attainment: - Data Literacy

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community **WELLBEING**

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes	Actions	Resource
Learners: Health and Wellbeing Curriculum/Inclusion - All children will feel safe and included in Linnvale ELCC. - All children will have their individual needs met. - All learners in Linnvale will experience interactions, learning experiences and spaces that are enabling, nurturing and that put them at the centre of their own learning. - All children at early level will participate in progressive, developmentally appropriate activities to support the development of their emotional literacy and wellbeing. UNCRC - All children are engaging with UNCRC through our curriculum to increase knowledge of their rights (Article 42 - knowledge of rights) - Learners are empowered to have their voice respected and to be taken seriously (Article 12 - respecting children's views). Attendance - Learners' attendance at Linnvale ELCC will be better than or equal to the WDC average.	Health and Wellbeing Curriculum/Inclusion - Children will benefit from an appropriate curriculum that is designed to include universal and targeted supports to support their development. - Children will develop their emotional literacy and wellbeing through the use of 'Emotion Works' resource. - Identified children will demonstrate their communication skills using appropriate supports e.g visuals, Makaton etc. - Children's HWB will be tracked individually using the WDC toolkit. UNCRC - Incorporate UNCRC into the curriculum so that all children experience a minimum of 1 experience per month with a UNCRC focus. - Initiate 'Right of the Month' with children. - Children will be treated with respect and their views taken into account through the variety of pupil voice opportunities within the nursery, including responsive planning. - All children will contribute to decisions and discussions on a refresh of the Vision, Values and Aims. Attendance - Almost all children will have very good attendance at Linnvale ELCC - 90% or above.	Emotion Works resources. PATHS pack Collegiate time (see collegiate calendar) Attendance procedures

Practitioners Health and Wellbeing Curriculum/Inclusion - All practitioners will feel confident in using the Up, Up and Away framework, and, where relevant, the SCERTS framework to identify and support additional support needs. - All practitioners will develop their knowledge of developmentally appropriate activities to support the development of the emotional literacy and wellbeing of children using the Emotion Works. UNCRC - All practitioners will be confident in the use of rights based approaches, modelling these through their daily actions. Attendance - All practitioners will be confident in the attendance procedures and will work with parents to ensure good or very good attendance for almost all pupils.	Health and Wellbeing Curriculum/Inclusion - All ELCOs will use the tools in Up, Up and Away to analyse the environment and additional support needs and to inform practice and individual targets. - All practitioners at early level will deliver progressive, developmentally appropriate activities to support the development of the emotional literacy and wellbeing of children using the Emotion Works. - Practitioners will track individual HWB termly using WDC toolkit. UNCRC - Incorporate UNCRC curriculum resources into HWB programmes. Attendance - Practitioners will highlight non-attendance to the Lead/Clerical to ensure procedures are followed, leading to improved attendance for all children.	Time to complete assessments/environmental reviews Up, Up and Away resources. Emotion Works resources. PATHS pack Collegiate time (see collegiate calendar) Clerical/Lead time as part of daily routine
Leaders: Health and Wellbeing Curriculum/Inclusion - Leaders will provide clear expectations for inclusion and the use of Up, Up and Away to support this. - Leaders will provide clear expectations for the delivery of emotional literacy and wellbeing programmes. - Leaders will provide clear expectations for the development of communication skills for all children. - Leaders will provide clear expectations for the tracking of health and wellbeing. UNCRC - All leaders will communicate expectations for the incorporation of UNCRC, and will promote these rights through their actions and school policy. - The ethos and culture of our ELCC reflects a commitment to children's rights, effective participation and positive relationships. Attendance - All leaders will be involved in implementing attendance protocols through rigorous tracking, monitoring and self	Health and Wellbeing Curriculum/Inclusion - Audit the impact of training on the use of Up, Up and Away tools and the impact this is having on targets and outcomes for children. - Leaders will work with staff to refresh the emotional literacy and wellbeing curriculum for children, re-introducing regular PATHS lessons alongside Emotion Works. - Identify and deliver training opportunities for all staff on Makaton and using visuals and monitor implementation. - Leaders will audit the use of the HWB toolkit and the impact this is having on practice. UNCRC - Leaders will support the application process for the RRSA Silver Award. - Signposting resources to staff - UNCRC and a commitment to children's rights is reflected in the refreshed Vision, Values and Aims Attendance - Leaders will follow rigorous attendance procedures to ensure good or very good attendance for all children.	Emotion Works resources. PATHS pack Makaton training Boardmaker Collegiate time (see collegiate calendar) Clerical/Lead time as part of daily routine

evaluation.		
Families/communities: Health and Wellbeing Curriculum/Inclusion - All parents will feel involved in their children's learning journey. UNCRC - All parents will have an understanding of Children's Rights, and how they are respected in the school community. Attendance - Parents and carers of children with attendance below 90% will be aware of the attendance policy, including steps for parental contact, improvement and support.	Health and Wellbeing Curriculum/Inclusion - There will be a planned diet of opportunities across the year to encourage parents to support their children's learning and progress through attendance at open afternoons, parents' meetings and Team Around the Child (TATC) meetings. UNCRC - Clear messaging to parents regarding the UNCRC and opportunities to see how the Rights are respected in the nursery through leaflets, social media posting and wall displays. Attendance - Nursery staff will engage with families in a range of individualised, targeted ways to support and improve their attendance.	Parents meetings Leaflets Social media posts
Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
Enhanced Provision/CIRCLE Framework - Review and Evaluate ESPs to measure impact of strategies to measure if individual targets are being met. - Tracking children using new WDC HWB toolkit, helping to identify where support is required. UNCRC - Share practice with other ELCCs involved in UNCRC through participation in WDC Networks. Attendance - Attendance monitoring calendar tracking - overall attendance figure from 91% to 92% (improved from 88% last session) - Improve the attendance of Quintile 1 pupils by 10%		

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning and the development of children's skills, enabling achievement in learning, life and work **CREATIVITY** **EMPLOYABILITY**

CREATIVITY

Improvement in skills and sustained, positive school leaver destinations for all young people

CURRICULUM

Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.

An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality

EMPLOYABILITY

Improvement in skills and sustained, positive school leaver destinations for all young people

ACHIEVEMENT

Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes	Actions	Resource
Learners: <i>Learner engagement</i> - All learners in Linnvale will experience learning experiences that promote the development of the skills outlined in CfE and the 6 WDCs. - All learners will have increased confidence in articulating how they are developing their skills through their play. - All learners have access to interactions, spaces and experiences that spark their creativity and learning <i>Learning for Sustainability</i> - All learners experience opportunities that allow them to develop an understanding of sustainability principles and practices.	<i>Learner engagement</i> - Children will follow a programme of engagement with the 6WDCs, focusing on 1 a term - Term 1 - Character - Term 2 - Communication - Term 3 - Citizenship - Term 4 - Collaboration - Environments developed in partnership with the children allow learners to demonstrate increased participation, using measures such as Up, Up and Away, and the Leuven's Scale. <i>Learning for Sustainability</i> - Continue to implement a minimum of one IDL per year with a LfS focus, planned across early level.	Joint collegiate time with school

• All learners engage in motivating and relevant interdisciplinary activities relating to LfS themes. • All learners experience outdoor learning which is regular, planned and curriculum led. • Learners' LfS achievements in and out of school are recorded. • All learners will have the opportunity to become part of the Eco Group, or to participate in Eco activities. Curriculum Rationale • Almost all learners are able to demonstrate what they are learning and why they are learning it, due to the clearly articulated curriculum rationale.	• All learners will engage with quality forest kindergarten sessions across the year. • All learners will have the opportunity to be joined by their parent/carer for a series of 'forest families' sessions across the year. • All learners will participate in a range of experiences that contribute to the ELCC Bronze Eco Schools Award. Curriculum Rationale • The curriculum rationale is displayed in the nursery, and learners are able to contribute to and talk about it.	
Practitioners: Learner engagement • All practitioners engage in training on the 6 WDCs and planning IDL. • Practitioners will be confident in planning learning, teaching and assessment (indoors and outdoors) that develop skills progressively, giving consideration to the balance of adult led, adult initiated and child led. • All practitioners will be familiar with LfS as a whole, and the criteria involved in becoming an Eco Schools Nursery. Learning for Sustainability • Confident in developing and implementing Project - Based Learning, engaging in interdisciplinary and outdoor activities that focus on LfS. Curriculum Rationale • All staff will develop a clear understanding of what we want for our children at Linnvale and how we are going to	Learner engagement • All practitioners will follow a programme of engagement with and delivery of the 6WDCs, focusing on 1 a term ◦ Term 1 - Character ◦ Term 2 - Communication ◦ Term 3 - Citizenship ◦ Term 4 - Collaboration • All practitioners will participate on 'Realising the Ambition' refresh activities, with focus on: ◦ Quality interactions, including higher order questioning and building on children's responses ◦ Creating inspiring spaces ◦ Quality experiences • All practitioners will plan engaging experiences, taking into consideration the balance of adult led, adult initiated and child led. • All practitioners will contribute to the development of the learning environment. Learning for Sustainability • Practitioners will continue to plan and implement a minimum of one IDL per year with a LfS focus. • All practitioners will be supported to work with their keyworker groups for forest schools, and for 'forest families' sessions. • Key practitioners will be involved in running the Eco group and completing application for Eco Schools Bronze Award. Curriculum Rationale	Shared collegiate on developing the 6WDCs Time for Eco Schools application Time in August in-service for Curriculum Rationale development

achieve it by contributing to the development of a curriculum rationale. All staff will be able to articulate the curriculum rationale and build into their planning.	- All staff will participate fully in collegiate sessions that lead to the development of a curriculum rationale. - All staff will use the curriculum rationale to plan for and with the children.	
Leaders: Learner engagement - Leaders will deliver training and provide clear expectations on the development of the 6WDCs. - Leaders will share clear expectations with regard to quality planning to support engagement in learning. - Leaders will ensure adequate resources are available to support outdoor learning and learning through play. Learning for Sustainability - Promote dialogue and action towards an early level approach to LfS, with particular emphasis on progression in learning. - Leaders will support staff in their understanding of Eco Schools and the positive impact that this has on developing our children as responsible citizens. Curriculum Rationale - Leaders will work with practitioners, parents and children to develop a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships.	Learner engagement - Develop a professional learning programme to develop a shared understanding and approach to developing the 6WDCs. - Work with practitioners to develop planning and documentation to reflect skills progression. Learning for Sustainability - Evaluate current LfS practices using https://education.gov.scot/media/usdd0j0b/frwk11-lfs-framework.pdf - Develop ELCC strategy for LfS, inline with school strategy. - Support practitioners to complete Bronze Award application. Curriculum Rationale - Leaders will work with practitioners to develop a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships.	Shared collegiate on developing the 6WDCs Time for Eco Schools application Time in August in-service for Curriculum Rationale development
Families/communities: Learner engagement - Increase knowledge and information shared with parents in relation to the 6 WDCs, outdoor learning and learning through play. Learning for Sustainability - Foster a community-wide understanding of and participation in sustainability practices and Eco Schools progress. Curriculum Rationale - Involve parents and carers in the development of a curriculum rationale which reflects a commitment to children's rights, effective participation and positive relationships.	Learner engagement - Increase opportunities to share information with parents regarding the 6WDCs, IDL and outdoor learning through stay and play, information sessions and family learning opportunities. Learning for Sustainability - Increased opportunities for showcases and open afternoons to share LfS work, including Eco Schools. Curriculum Rationale - Encourage parents to contribute to the development of a curriculum rationale through finding out what matters to them about their children's education. - Share new curriculum rationale with parents when completed.	Planned calendar of parental involvement

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline **THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc**

Learner engagement

- up, up and away/Leuven's evaluations (Pre and posts)
- Evidence of 6WDCs being used by children and practitioners evidenced in plans and observations.

Learning for sustainability

- Use results of <https://education.gov.scot/media/usdd0j0b/frwk11-lfs-framework.pdf> as baseline.

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Data Literacy - Learners will benefit from intelligence led action planning to tailor learning outcomes to specifically target attainment gaps for specific individuals, groups and cohorts. Count With Me in WDC - All learners experience opportunities that allow them to become confident and numerate, building their skills in a variety of contexts. - All learners will have increased confidence in articulating their thinking through number talk processes. Read With Me in WDC - Learners' benefit from appropriate, proportionate and timely support including specialist input where required. <i>All learners experience opportunities that allow them to develop an enjoyment of books and reading.</i> <i>Learners will develop strong oral language skills as the foundation of learning to read and write.</i> <i>All learners will experience their local library and have the opportunity to get their own library card.</i>	Data Literacy - Children will access a range of support through universal experiences and target groups/identified pupils through a range of well chosen interventions. Count With Me in WDC - Children will have access to experiences that promote numeracy skills, and form the foundations of number talks. - Children will experience a range of numeracy support, including target groups/identified pupils through a range of well chosen interventions. Read With Me in WDC - Continue to develop the reading culture in Linnvale through participation in learning opportunities guided by pedagogy such as 'Word Aware' and 'Rhyme Aware', and the use of the lending library. <i>All children will participate in the cluster literacy project based on 'The Squirrels Who Squabbled' by Rachel Bright and Jim Field.</i> <i>All pre-school and P1 children to be gifted 'The Squirrels Who Squabbled' Rachel Bright and Jim Field</i> <i>All pre-school children will go on an ELCC visit to the local library.</i>	Time with EST and for tracking meetings <i>'The Squirrels Who Squabbled' by Rachel Bright and Jim Field.</i> <i>Local Library visit.</i>

Practitioners: Data Literacy - All practitioners will have improved data interpretation skills from support given as part of the Data Literacy Action Plan. Count With Me in WDC - All practitioners are: - confident in planning engaging, well-paced suitably challenging learning experiences, which involve a variety of methodologies. - skilled in assessing gaps in numeracy leading to more robust planning. - knowledgeable of how to plan opportunities for learners to build number sense and explore the structure of number. Read With Me in WDC - Confident in planning engaging, well paced and challenging reading experiences which will involve a variety of approaches to teaching and assessing reading. - Confident in delivering high quality sessions to develop reading skills. - Confident in measuring and sharing the impact of the literacy intervention.	Data Literacy - Data will be used to determine attainment gaps for individual cohorts. Count With Me in WDC - All practitioners will continue to plan and implement a range of experiences that support and promote the development of early numeracy. Read With Me in WDC - Use 'Reading Schools Questionnaire' to establish a baseline of staff attitudes to reading, then repeat at the end of the project. - Participate in collegiate sessions to refresh on Word Aware and Reciprocal Reading delivery. - Deliver quality literacy experiences to children with a focus on developing early literacy skills. - Participate in sharing event at the end of the block as a moderation exercise.	<i>Collegiate time:</i> 11/9/25 3:30-4:30 <i>Session1: Introduction - why literacy?</i> <i>Minimum 1 practitioner per establishment</i> 2/10/25 3:30-4:30 <i>Session 2: Sharing the plan for delivery of 'The Squirrels Who Squabbled'</i> 4/12/25 3:30-4:30 <i>Session 3: Sharing event</i>
Leaders: Data Literacy - Data Leads will demonstrate: - a continued increased confidence and expertise in the use of data to plan improvement for specific individuals, groups and cohorts - Knowledgeable in the use of data to plan improvements at establishment level and can clearly articulate the impact of interventions. Count With Me in WDC - All leaders will clearly communicate expectations for the delivery of maths and numeracy that raises attainment and narrows the poverty related attainment gap. Read With Me in WDC	Data Literacy Data lead and HT will implement Data Literacy Action Plan. Count With Me in WDC Review maths and numeracy curriculum and refresh planning process. Read With Me in WDC	Time: Data leads

- Clearly communicated expectations for the learning, teaching and assessment of reading that provides children with a strong foundation on which to raise attainment and narrows the poverty related attainment gap. <i>Skilled in developing an engaging series of literacy sessions based around a book.</i> <i>Clearly communicated expectations for the developing literacy skills across Early Level.</i>	- Embed reading professional development in collegiate, quality assurance and assessment calendar. <i>Small group of LLC leaders to work on the development of a series of literacy sessions based around 'The Squirrels Who Squabbled' by Rachel Bright and Jim Field to be shared with all LLC ELCCs.</i> <i>Deliver/arrange literacy refresher sessions for staff.</i> <i>Deliver family learning sessions.</i>	
Families/communities: Data Literacy - Parents and families will be aware of relevant attainment information from Standards and Quality reports and other relevant communication. Count With Me in WDC - Families will be aware of how to support active numeracy and maths learning at home. Read With Me in WDC - Families increase their knowledge on how to support the development of reading.	Data Literacy - Relevant data will be shared with parents at key points in the year. Count With Me in WDC - Deliver family learning sessions. Communicate revised on social media platforms. Include links to family learning materials Campus@WDC. Read With Me in WDC <i>Use 'Reading Schools Questionnaire' to establish a baseline of parental attitudes to reading, then repeat at the end of the project.</i> <i>Attend family learning sessions.</i>	Family learning opportunities for literacy and numeracy
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline		
Monitoring visits/direct observation: Majority of practitioners are deliver high quality literacy project by November 2025. Monitoring Data : Increased attainment in baseline by XX All pre-school children are registered with the library Seeking views: Google form 'Reading Schools Questionnaire' to staff and parents demonstrates increase in positive attitudes towards reading.		