



Christie Park ELCC



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Improvement Plan

**2024 – 2027
(Session 2025-26 Year2)**

WDC Outcomes NIF 2025 Alignment (25/26)

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 2024-25	YEAR 2 2025-26	YEAR 3 2026-27
ENGAGE	Maths - Count With Me HWB - tracking & attendance. Forest Kindergarten	Maths - Count With Me WDC Competencies; Curriculum Rationale Inclusive Practice – Up, Up & Away; UNCRC	Reading - Read With Me (practitioner)
EMBED	Inclusive Practice - Up, Up and Away, Attendance, UNCRC Tracking Achievements (DoJo) Develop rich Literacy Environment	Rich Literacy Environment – Concepts of print Leadership – building staff capacity & wellbeing	Maths - Count With Me WDC Competencies; Curriculum Rationale Inclusive Practice – Up, Up & Away; UNCRC
EVALUATE	Self-evaluation approaches.	HWB - tracking & attendance Forest Kindergarten	Rich Literacy Environment – Concepts of print Leadership – building staff capacity & wellbeing
EXTEND	Parental Engagement - HWB	Tracking Achievements Transitions	Forest Kindergarten.

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

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Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners: All learners will have their wellbeing needs met to allow them to be safe, happy, achieving and included. All learners are active and fully engaged, resilient, and highly motivated in their learning. All learners will have their rights upheld and promoted. All learners will make smooth transitions in and from ELCC.	<u>Inclusive Practice</u> Continue to develop ELCC environment as inclusive space, responsive to the needs of all. Fully implement Up, Up and Away. Share ASN plans and strategies with parents. <u>Attendance</u> Continue to track and promote good attendance in ELCC.	Allocate time in collegiate calendar for training in and planning for Up Up and Away. Lead ELCO to work with DHT to ensure ASN plans are updated in term 1 and at regular intervals. August Inset day – all staff training on “The Promise”
Practitioners: All staff will effectively implement inclusive, rights-based practice through their planning, in the learning		

environment, and through their interactions. All staff will have a sound understanding of additional support needs and how they can effectively respond to these. All staff will confidently implement Up, Up and Away. All staff will feel supported to carry out their roles effectively.	<u>UNCRC</u> Embed UNCRC across the ELCC, ensuring this is at the forefront of our Curriculum Rationale. Link with school UNCRC committee to devise learning opportunities and promote Rights. <u>Transitions</u> Further develop transitions programme – both for entry to ELCC and ELCC to primary. <u>Staff Wellbeing</u> Ensure a supportive, regular and planned programme of wellbeing check-ins for staff through collegiate times, 1:1s and our self-evaluation framework.	Time allocated to plan with P1 staff for transition programme.
Leaders: Leaders will ensure development of rights-based, inclusive practice, through our curriculum and ethos. Leaders will ensure all staff feel supported, valued and empowered to fulfil their professional duties.		
Families/communities: Will work in partnership with the ELCC and be confident that their child's needs and rights are fully supported.		
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		
● In June 2026, we increase our attendance target from 90% overall to 92%, with almost all children achieving attendance of 90%+ ● By October 2025, environmental audit indicates that children have access to environments to allow them to fully participate and engage in their learning. All learning environments are fully aligned with Up, Up and Away inclusive scale. ● In the ELCC, all children who require one, will have an updated SI plan in place by end September 2025. ● A refreshed Curriculum Rationale is in place by January, after full consultation with families and stakeholders. ● By April 2026, most children can express a basic understanding of UNCRC and give an example of how their rights are recognised in the ELCC. ● In February 2026, staff survey indicates that all staff feel supported, valued and empowered to fulfil their professional duties. ● All children have smooth transitions into the ELCC, by Sept 2025. ● A programme of ELCC to P1 transition for all children is planned and implemented in term 3 & 4.		

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning
CREATIVITY

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

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All learners experience learning opportunities that are creative, engaging and challenging.	<u>Outdoor Learning</u> Continue to develop practitioners' professional understanding & skills in Forest Kindergarten.	Time in collegiate calendar to develop further ELCO knowledge of Forest Kindergarten.
Practitioners: Practitioners will be confident and creative when planning learning, teaching and assessment (indoors and outdoors) that foster deep learning competencies and resilience. Practitioners are confident in planning learning experiences	Continue to develop the outdoor area as a space for learning. Continue to support blocks of Forest Kindergarten for all children across the year.	Allow time for AB to review and develop Forest Kindergarten programme. Budget for outdoor areas -as grant

that balances adult led and child led learning.	Ensure the programme of parental engagement to include outdoor play and creative activities.	applications and fundraising allows.
Leaders: Will clearly communicate expectations for the outdoor learning and play based pedagogy to support 6WDCs, resilience and independent learning. Articulate what quality Play based learning looks like across Early and first Level. Are knowledgeable about the key features of high quality, empowering learning environments, both indoor and outdoor.	<u>Leadership</u> Continue to develop creative approaches to effective leadership, through trio/peer visits with a focus on engaging with the new QI framework. Build staff capacity through CLPL, including visits to other establishments.	Time/cover for Lead and ELCOs to visit other establishments, linked with SIP and self-evaluation activities. CLPL to engage with new QI framework and utilise these as core evaluation toolkit. Protected time each term for HT, Lead ELCO and EST to track and review progress. Cover for A Brown to attend literacy Training (J Carey Uni of Strathclyde).
Families/communities: Develop an understanding of the importance of outdoor opportunities and play and are confident to engage in these with their children.		
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		
● Staff survey indicates all staff report an increased confidence in implementing Forest kindergarten, from August to May. ● Observations indicate quality outdoor learning, with an increasing number of children regularly choosing to play outdoors. ● All children experience a block of Forest Kindergarten sessions across the year. ● There is a calendar of parental engagement in place - 90% take up from parents at outdoor and creative sessions and almost all report positive impact of intervention evaluations gathered. ● All staff experience visits to other establishments and reflect on how they can improve practice in light on this. ● Leaders develop understanding of the new QI framework and use this to effectively to evaluate and improve practice.		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

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: All children will experience opportunities that will allow them to become confident in literacy skills and are able to develop skills across different components. All learners experience opportunities that allow them to become confident and numerate, building their skills from concrete to pictorial then abstract.	<u>Literacy</u> Continue to develop a literacy rich learning environment through implementation of WDC's Concepts of Print focussed work. Ensure the programme of parental engagement to include literacy activities.	4 hours EST to support ELCO training & development in "Count With Me". Regular collegiate time to plan and implement WDCs Concepts of Print programme.
Practitioners: Confident in planning engaging, responsive and challenging literacy experiences. Develop a moderated & consistent approach to tracking	<u>Maths</u> Embed maths and numeracy professional development in	£500 from core budget to update/extend literacy and numeracy resources.

children's progress in literacy and numeracy. Confident in planning provocations to engage in suitably challenging learning experiences, including high-quality active and concrete, pictorial, abstract approaches. Have knowledge of how to plan opportunities for learners to build number sense and explore the structure of number.	collegiate and quality assurance calendar, led by EST. Continue to Count With Me in the learning environment so children can extend their numeracy skills through their play and experiences. Ensure the programme of parental engagement to include numeracy and maths activities.	
Leaders: Are skilled in developing a successful literacy and numeracy curriculum. EST and Lead will demonstrate an increased confidence and expertise in the use of data to inform plans and interventions for individuals, groups and cohorts.	<u>Data</u> EST will create a numeracy/literacy baseline for children. EST to lead staff on using baseline data to plan appropriate learning experiences and track progress.	
Families/communities: Develop an understanding of how to support their child's literacy and numeracy skills at home.		
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		
• From August to May, staff surveys indicate all ELCOs report an increased confidence in implementing "Count With Me In WDC" strategies. • By May 2026, in observations, all children have experience of interactive and CPA approaches in numeracy with almost all children engaging with those. • By May 2026, in observations, all children have experienced a rich range of experiences of Concepts of Print with almost all children engaging with those. • Literacy pre-school baseline has increased from 28% to 40% on amber/green from June 2025 cohort, for initial letter sounds and names and almost all children on green for concepts of print. • Numeracy pre-school baseline has increased to at least 20% on green and 50% on amber from June 2025 cohort, for money and time. • In ELCC there is a calendar of parental engagement in place - 90% take up from parents at literacy/numeracy engagement sessions.		

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work
EMPLOYABILITY

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 <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: All learners have opportunities to lead their learning and can reflect on the skills they are developing, referencing the 6WDCs as appropriate.	<u>6 WDCs</u> Staff awareness raising of the 6WDCs and how to capture the children's progress with these.	Collegiate sessions to focus on the WDC skills (link with DHT for this).
Practitioners: All practitioners are skilled in identifying key aspects of early learning and can accurately capture children's progress through the curriculum and skills framework.	Sharing the 6 WDCs with families via Dojo, information leaflets and in discussions.	Allocate regular time from the collegiate calendar for staff to update profiles.
Leaders: Clearly articulate the rationale profiling and guide staff to do so effectively. Can articulate how the 6WDC skills permeate our Curriculum	Plan a learning experience linking to our local area where children can develop their skills/6WDCs. (LLC "Vision for The Vale 2035) <u>Achievement Profiling</u> Further develop regular Achievement Profiling via DoJo and	Additional time for parent meetings to allow for quality time to engage with learning profiles as well as care plans.

– and reflect this in the curriculum rationale.	pupil folios in the ELCC with children taking increasing responsibility for this.	
Families/communities: Can regularly access and engage with their child's learning. Are aware of the 6 WDCs and the importance of these in learning for life and work.	Begin to link these achievements to 6WDCs Competences.	
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		
• All children have paper based and online achievement folios that reference the 6WDCs • Almost all children can talk confidently about their achievements, in reference to the 6WDCs • All parents engaging with the online folios and child's paper learning folio regularly across the year. • By April 2026, almost all children are able to reflect on their learning journey and identify strengths and suggest next steps.		