



Lennox 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 (2024 - 2025)	YEAR 2 - (2025 - 2026)	YEAR 3 (2026 - 2027)
ENGAGE	IDL: WDC Competencies/PBL	HWB Curriculum - Re Engage with PATHs/UNCRC Self-evaluation new toolkit	
EMBED	Numeracy/Maths - Count with Me Inclusive Practices: Up Up and Away - Year 2 Data Literacy - BGE toolkit	IDL:WDC Competencies/IDL Data Analysis - BGE toolkit /Data Literacy Numeracy/Maths - Count with Me	HWB Curriculum - PATHs /UNCRC
EVALUATE		Inclusive Practices: Up Up and Away - Year 3	IDL:WDC Competencies/IDL Data Analysis - BGE toolkit /Data Literacy Numeracy/Maths - Count with Me
EXTEND			Inclusive Practices

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
Children: Children feel safe, included, and respected in nursery, and begin to understand that everyone has rights and that their ideas and feelings are valued.	Introduce simple concepts of rights: We all have the right to play. We all have the right to feel safe.	UNICEF RRSA pupil-friendly UNCRC materials Rights of the Child visuals SIMOA(child friendly)
Children: Children begin to recognise and name basic emotions in themselves and others, and learn simple strategies to	Planned opportunities for ELCOs to support children across the setting, using PATHs resource to improve children's language	PATHs resources All staff to attend refresher training

express their feelings and manage their emotions in a positive way.	within wellbeing.	
Practitioners: Create a safe, respectful, and inclusive environment where all children feel valued and begin to understand their rights under the UNCRC and The Promise.	Care plans and learning journals reflect the individual needs of children.	DHT to deliver training
Confidently use the <i>Up, Up and Away</i> framework to embed inclusive practices that reduce barriers to learning and support every child's development.	Professional learning on Up, Up and Away (Year 2), for staff ensuring a consistent inclusive approach. Up, Up and Away Champion.	Up, Up and Away Champion to lead training (Nicole and Fiona) GIRFEC - DHT to deliver
Effectively implement the PATHS programme to support children in recognising emotions and developing co-regulation strategies.	Professional learning on PATHS programme, for all staff to ensure a consistent approach to supporting emotional regulation.	Practitioners to attend LLC training
Leaders: Leaders prioritise wellbeing at the heart of strategic planning.	Familiarise staff with the new Quality Framework for Early Learning and Childcare (QFELC) and lead collaborative self-evaluation using its three key reflective questions to identify strengths and priorities for improvement.	Lead ELCO - Nicole DHT - Claire Lilley
Leaders: Improve provision for targeted interventions that support wellbeing, including improving: attendance and uptake of hot meals.	Plan for personalised communication, supported participation in hot meal uptake and in approaches to attendance.	Attendance statistics, monitoring of Hot meal uptake, communication. Resource to be shared with parents - outline of healthy packed lunch
Families/communities: Stronger partnerships with parents/carers to support wellbeing.	Improve communication and understanding of Support plans and those with Additional Support Needs.	DHT

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

- Attendance target - 90+% for all children.
- By March 2026, 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.
- In the ELCC, learning journals will reflect individual needs in particular those with SI.
- All children have their HWB skills tracked and measured and appropriate support in place.
- 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.

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
Children: All children experience learning opportunities that are creative, engaging and challenging.	All staff to agree and plan delivery of creative approaches to play incorporating: creative provocations and planned and responsive learning, in the indoor/outdoor environment. Plan and deliver improvements to the outdoor environment.	Collegiate meeting calendar Realising the Ambition-Being Me (RtA) My World Outdoors CI: Space to Grow and Thrive
Practitioners: Practitioners will plan learning, teaching, and assessment—both indoors and outdoors—with confidence and creativity,	All staff to agree and plan delivery of: shared standards of high quality interactions including; purposeful discussions and observations, consistent and regular contributions to Learner Journals by ELCOs and parent/carers. Share expertise across the nursery in approaches such as Forest School and Froebelian practices.	Resources for play Organisation of the playroom and the outdoor environment
Practitioners: Practitioners are confident in planning learning experiences that balances adult led and child led learning.	Lead ELCO with EST plan collegiate meetings that ensure whole staff understanding of children's development, ensuring this knowledge guides play and learning experiences.	Realising the Ambition-Being Me Collegiate meetings and observations Be the Best conversations
Leaders: Are knowledgeable about the key features of high quality, empowering learning environments, both indoor and outdoor. Use triangulation of evidence through QA to empower staff to improve learning experiences	Review monitoring calendar ensuring: sampling, learning visits, collegiate dialogue, professional learning opportunities	Updated overviews of self-evaluation New self-evaluation framework Collegiate calendar
Families: Improved uptake in family learning through stay and play, CLPL, PEEPs ensuring shared understanding and	Plan and implement improvements, ensuring all staff have opportunity to fulfil their leadership roles.	Book Bug - Fiona and Nicole PEEP lead - Louise CLP(Communication Link Practitioner) - Anne T

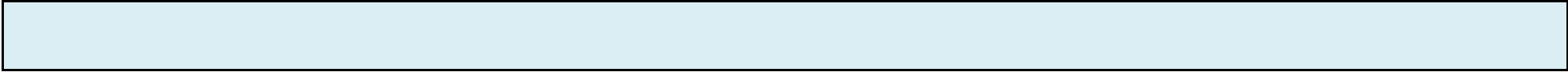
partnership working that supports children's learning and development.		All ELCOs having leadership roles
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
• Observations indicate increasing use of quality outdoor learning, with an increasing number of children regularly choosing to play outdoors. • Quality assurance and monitoring demonstrate that almost all children are actively engaged and participate in a wide range of outdoor and Froebel-inspired play experiences. • In ELCC there is a calendar of parental engagement in place - 90% take up from parents at outdoor sessions and almost all report positive impact of intervention evaluations gathered. • In ELCC there is a calendar of parental engagement in place - re - introduce PEEP sessions and almost all report positive impact of intervention evaluations gathered.		

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
Children: All children experience rich opportunities and receive meaningful feedback that build their confidence and numeracy skills across a variety of real-life contexts.	Design real-life, rich numeracy tasks that connect learning to everyday contexts.	Collegiate Calendar, focus on early numeracy sessions
Practitioners: Practitioners are confident in planning engaging, well-paced, and suitably challenging play experiences.	Continue implementing and fully utilising the 'Count With Me in WDC' programme to strengthen numeracy skills and confidence.	Count with Me - Anne McC to attend training Collegiate calendar focus on practitioner planning
Leaders: Skilled in developing a successful maths and numeracy curriculum.	Numeracy & Maths lead to attend WDC meetings re Count With Me-WDC and for wider sharing, to improve pedagogy for all, implemented through ELCC Collegiate Calendar.	Collegiate Calendar Numeracy Pathways
Families/communities: Partnership (families) increasing knowledge on how to support numeracy and maths learning at home.	Numeracy Stay and Play sessions	Count with Me Champion to organise and lead
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 approaches in numeracy with almost all children engaging with those. - In the ELCC, ensure the numeracy pre-school baseline for Number and Number Processes remains at 70%+ from June 2026 cohort.		



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
Children: Improved engagement and confidence through progressive development of the 6 Cs: critical thinking, creativity, collaboration, communication, citizenship, and character.	Introduce the children to the language e.g Communication Skills linked to Word Aware/IDL	6 Key competencies of : Character, Collaboration, Communication, Citizenship, Creativity, Critical Thinking, Key policy documentation
Practitioners:		

Design and deliver a coherent, future-focused curriculum that embeds Interdisciplinary Learning (IDL) and actively develops the 6Cs: character, citizenship, collaboration, communication, creativity, and critical thinking.	Plan and deliver responsive, play-based experiences that connect across curriculum areas and reflect children's interests and real-life contexts. Utilise termly IDL planning to deliver the curriculum.	Collegiate planning
Leaders: Provide strategic direction, professional learning, and collaborative structures that empower staff to innovate, raise attainment, and ensure all learners are well-equipped for future life, learning, and work.	Provide targeted professional development opportunities focused on the WDC 6Cs, PBL, and IDL approaches.	Identify Skills Champion - TBC
Families/communities: Families understand and support their child's learning by working together with the school to help develop important skills (6 WDCs).	Share visual summary explaining each of the 6 skills in family-friendly language.	Lead ELCO - Parent Leaflet and exemplification
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		
- Professional confidence: Self-evaluation or peer feedback indicating practitioner confidence in using PBL/IDL and WDC 6Cs. - Quality assurance data: Monitoring shows increased coherence and challenge in interdisciplinary learning across the setting. - Family understanding of 6Cs: Survey responses or anecdotal feedback show growing awareness of key competencies.		