

BONNYTOUN ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP



2022 / 2023



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Values

Vision Values and Aims

Spring Forward in Learning and Life

'Becoming, Belonging, Believing'

Vision Statement

Springfield Primary and Bonnytoun Nursery is a family community rooted in respect and kindness. Within a positive, nurturing environment, we challenge our young learners to take risks, be courageous, and develop resilience – ensuring they are given the skills and confidence to achieve their dreams.

Our Values

Resilient, Kind, Inclusive, Respectful, and Confident

Our Aims

At Springfield Primary and Bonnytoun Nursery we aim to:

- Engage, communicate with, and support our learners and their families
- Ensure every child makes progress in their learning, to the best of their ability
- Provide all learners with a strong foundation in literacy, numeracy, and health and wellbeing
- Deliver creative and innovative learning opportunities
- Instil confidence in all members of our learning community



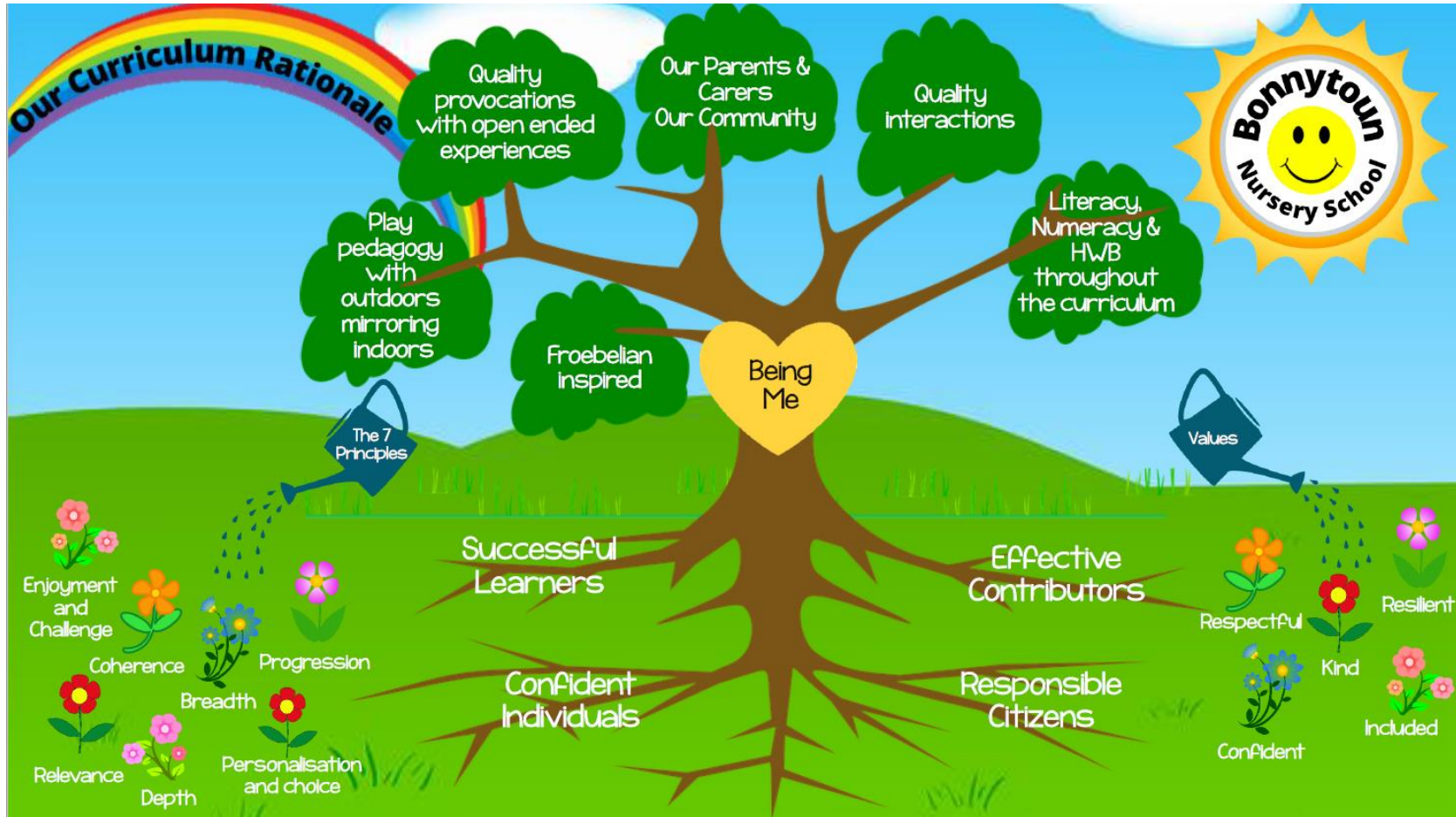
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Bonnytown Early Learning Centre Curriculum Rationale



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At Bonnytoun Nursery, our Curriculum Rationale is based on what we believe a young child needs to flourish at this stage of their educational journey. We recognise parents/carers as the child's first educator and work as key partners to effectively develop parental involvement, engagement, and family learning. Our curriculum has a child centred Froeblian inspired approach, firmly rooted in play based learning and seeks to encourage inquiry, invite discussion and exploration. We promote creative thinking within a stimulating indoor and outdoor environment. Our outdoor opportunities mirrors our indoor opportunities. We have strong links with the community and use our local area as our extended learning environment.

Based on our core values of; **Resilience, Respect, Kindness, Confidence and Inclusion** our curriculum allows all children to become:

- Confident Individuals
- Responsible Citizens
- Effective Contributors
- Successful Learners

Literacy, numeracy and mathematical thinking are woven within the fabric of all conversations, interactions and experiences (Realising the Ambition, 2020, pg 70). Our curriculum uses every opportunity to enhance children's **Health and Wellbeing**. It is based on the seven design principles of Curriculum for Excellence: Challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

As part of their learner journey, all children at Bonnytoun will experience a coherent curriculum designed around the four contexts. They will have opportunities to develop the knowledge, skills and attributes they will need to adapt, think critically and flourish in today's world.

Our curriculum aims to meet all Experiences and Outcomes at Early Level, Curriculum for Excellence, through meaningful, and 'real-life' contexts for learning. We think carefully about each learning provocation, ensuring that it is stimulating, engaging, open-ended and promotes deep learning through the use of high quality resources.

Children learn with and through digital technologies. This promotes and supports learning across our curriculum.

We value and respect children's right to 'learn through play' where play can take many forms, including schematic play. We observe and listen to our children with thought, sensitivity and care to ensure that we understand their play and learning and help to facilitate their next steps. We constantly seek to develop positive dispositions for learning in our children, so that they can take their first steps as life-long learners and make successful transitions.

Literacy

Our literacy experiences allow all of our children to build and grow their interests, vocabulary and knowledge. We actively support children to develop their early literacy skills by:

- Developing oral literacy and phonological awareness through stories, rhymes and songs.
- Modelling and engaging in high quality conversation and dialogue with children.
- Promoting a love of books, reading and story-telling through the creation of a 'literacy rich environment', including the use of environmental print and by providing a range of different texts.
- Providing mark making opportunities in all areas, indoors and out, and celebrating children's work.



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Numeracy and Maths

We develop Numeracy and Maths skills by:

- Ensuring that all indoor and outdoor areas are 'number rich' and embedded throughout our curriculum
- Developing numerical symbol recognition and oral counting skills through stories, games and songs.
- Providing a variety of 'real-life' and natural objects that can be counted, measured, weighed, sorted etc.
- Recognising pattern and shape
- Providing opportunities to problem-solve and estimate.
- Developing number sense which allows children to interact with the world around them

Health and Wellbeing

We promote Health and Wellbeing across all areas through:

- Providing healthy, nutritious snacks and lunches in a homely environment to promoting healthy eating. Staff model experiences with children and engage in quality conversations during these times.
- Growing, preparing and tasting a range of fruit and vegetables in our nursery garden.
- Offering opportunities to be active and to be outdoors.
- Listening to and respecting children's views and helping them to understand their feelings and emotions.
- Providing mindfulness activities that children can access.
- Promoting positive discussions about emotion, linked to our nursery values, if appropriate
- Supporting children to make friends and play co-operatively with each other.
- Nurturing children to take challenges and risks and to be 'the best that they can be.'

We are passionate about achieving **equity** and **excellence** for all of our learners and creating the best possible experiences for all our children and families, in a safe and nurturing environment.



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Bonnytoun ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOE LC and NH&SC S	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>Learners will benefit from experiences gained from family engagement</p> <p>To strengthen the transition for all children from ELC to P1, providing a seamless experience in environment and learning opportunities, indoors and outdoors</p> <p>All staff increase their understanding of UNCRC and how this permeates the curriculum, in order for all children to learn about their rights, with a rights-based approach at the heart of planning, decision making and practice</p>		<ul style="list-style-type: none"> • Whole staff training on nurture principles • Further develop nurture spaces and support, inside and out, for all to access • Develop family learning sessions offered universally to support identified needs e.g. SALT workshop. Outside agencies may support • Deliver PEEP family learning sessions offered to all • Staff take account of research linking benefits of outdoor learning and green space with wellbeing. Forest kindergarten woodland walks built into the curriculum and every day experiences. • Use How Good Is Our Play for Learning Toolkit to support in evaluating and enhancing ELC to P1 pedagogical practices and to develop play experiences, interactions and environment, indoors and outdoors • Devise an action plan to ensure a seamless experience for all pupils • Further develop early level experiences between ELC and P1 which will enhance transition • Raise awareness of UNCRC for all through Self Evaluation toolkit to review curriculum practice and application of the 5 key areas within the UNCRC framework • Action plan devised, placing UNCRC at the heart of curriculum planning, decision making and practice • Develop links with UNCRC and Sustainable Development Goals in curriculum • Develop parental knowledge of UNCRC 	<p>Oct 22</p> <p>Dec 22</p> <p>Oct 22</p> <p>Sept 22</p> <p>Oct 22</p> <p>Jan 23</p> <p>Sept 22</p> <p>Sept 22</p> <p>Oct 22</p> <p>Feb 23</p>	<ul style="list-style-type: none"> • Almost all (>90%) pupils will self-report positively using the wellbeing indicators four times a year in HWB survey • Pupils will report 2 and above during daily check ins using the 3 point scale • Floor Walks and learner conversations indicates increase in overall engagement levels across the ELC • Leuven Scale shows an increase in engagement. • Family engagement will increase e.g. PEEP • Quality improvement will reflect a shared pedagogy evident in environment and learning experiences, indoors and outdoors across Early Level (ELC to P1) • Learning conversations and floor walks show rights-based practice is evident and most pupils can demonstrate awareness of UNCRC • Rights-based approach is evident in daily plans, consultative planner and LJs
<p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>All learners will experience high quality play experiences, indoors and outdoors through staff professional development.</p>		<ul style="list-style-type: none"> • Develop outdoor area to mirror indoor environment and learning opportunities • Staff to identify an area of the outdoors to lead in developing along with pupils. • Staff to lead CLPL sessions in their chosen outdoor focus for peers, built into weekly meetings. 	<p>Dec 22</p> <p>Sept 22</p> <p>March 23</p>	<ul style="list-style-type: none"> • Leuven Scale shows an increase in engagement, indoors and outdoors. • Quality improvement shows outdoor experiences are rich and mirror indoors • Staff leadership plans identify clear actions and can be evidenced over time.



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<p>All learners receive consistent, high quality learning experiences which offer suitable support and challenge, across Literacy and Numeracy.</p> <p>All practitioners will increase in confidence in their use of data alongside professional dialogue to identify children who will benefit from additional support or challenge, and provide this timeously, resulting in improved outcomes for all children.</p>		<ul style="list-style-type: none"> • Take part in Woodwork pilot with WL College to support staff (ELC to P7) with developing effective learning experiences in literacy, numeracy, HWB and to promote curiosity and creativity • Opportunities to develop letter and word recognition built into planning to ensure support and challenge and secure children's progress in this area • Opportunities to develop language of time built into planning to ensure support and challenge and secure children's progress in this area • Staff training, professional dialogue and moderation sessions to ensure robust understanding of children's progress in line with planning and assessment cycle • Deepen staff understanding of quality interactions in order to provide challenge and stimulate curiosity for all pupils • Progress meeting with SLT and EY practitioners built into the session to ensure children's progress 	<p>April 23</p> <p>Dec 22</p>	<ul style="list-style-type: none"> • Planning will show literacy and numeracy opportunities planned for woodwork area. • By the end of the pre-school year, 85% of pupils will be able to identify some letters, words and their name • By the end of the pre-school year, 85% of pupils will be able to use the language of time • There is a clear focus on the development of children's skills in early language and maths in planning, assessment professional dialogue • Planning shows clear progression in children's learning with rich and meaningful learning opportunities, indoors and outdoors • All staff report a collective understanding of how to assess children accurately on WL trackers (red, amber, green, star)
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> <p>All staff have access to resources and CLPL to support the physical, wellbeing and mental health and wellbeing of the learners in their care.</p>		<ul style="list-style-type: none"> • Further develop nurture spaces and support, inside and out, for targeted pupils using Boxall Profile (pre-school children) to identify social/emotional needs and track progress • Staff training to support identified ASN needs • SCERTS training for all staff to support identified pupils and families. • Deliver targeted family sessions and networking opportunities to share effective ways to support children e.g. parenting support group. Outside agencies such as Health Visitor may support 	<p>Oct 22</p> <p>Nov 22</p> <p>March 23</p>	<p>New PEF planning tool</p> <ul style="list-style-type: none"> • Boxall Profile (identified pre-school children) will show positive progress over the session • Identified pupils will report 2 and above during daily check ins at nurture groups using the 3 point scale • Pupil self-evaluation questionnaire (4 times a year) shows positive responses around nurtured HWB indicator. • Improvement over time during the session from pupil self-evaluation baseline questionnaire • Staff feel more confident in supporting Additional Support Needs • Parents report positively in feedback • Observations show social communication is enhanced with identified children.



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<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 community links and sustainability</p>		<ul style="list-style-type: none"> - Provide shared opportunities across the cluster to deliver DYW aims, including a cluster Careers Fayre - Develop family engagement in line with skills for learning, life and work - Further develop community links and opportunities for learning experiences in the local area - To develop planting, growing and cooking to show sustainability, with a focus on new poly tunnel and practitioner outdoor plans - Deliver CLPL to staff in order for to plan effectively for sustainability learning opportunities. 	<p>June 23</p> <p>Dec 22</p> <p>Oct 22</p>	<ul style="list-style-type: none"> • Through planning and learner's journals, there will be evidence of experiences to develop children's understanding of DYW aims. • Quality assurance will show that children can demonstrate an awareness of skills they are developing for learning, life and work
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