

BONNYTOUN ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP

2025 / 2026



Courage

Relationships

Relevance

Values

Vision Values and Aims

Spring Forward in Learning and Life

'Becoming, Belonging, Believing'

Vision Statement

Springfield Primary and Bonnytown 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 Bonnytown 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

Bonnytown Early Learning Centre Curriculum Rationale

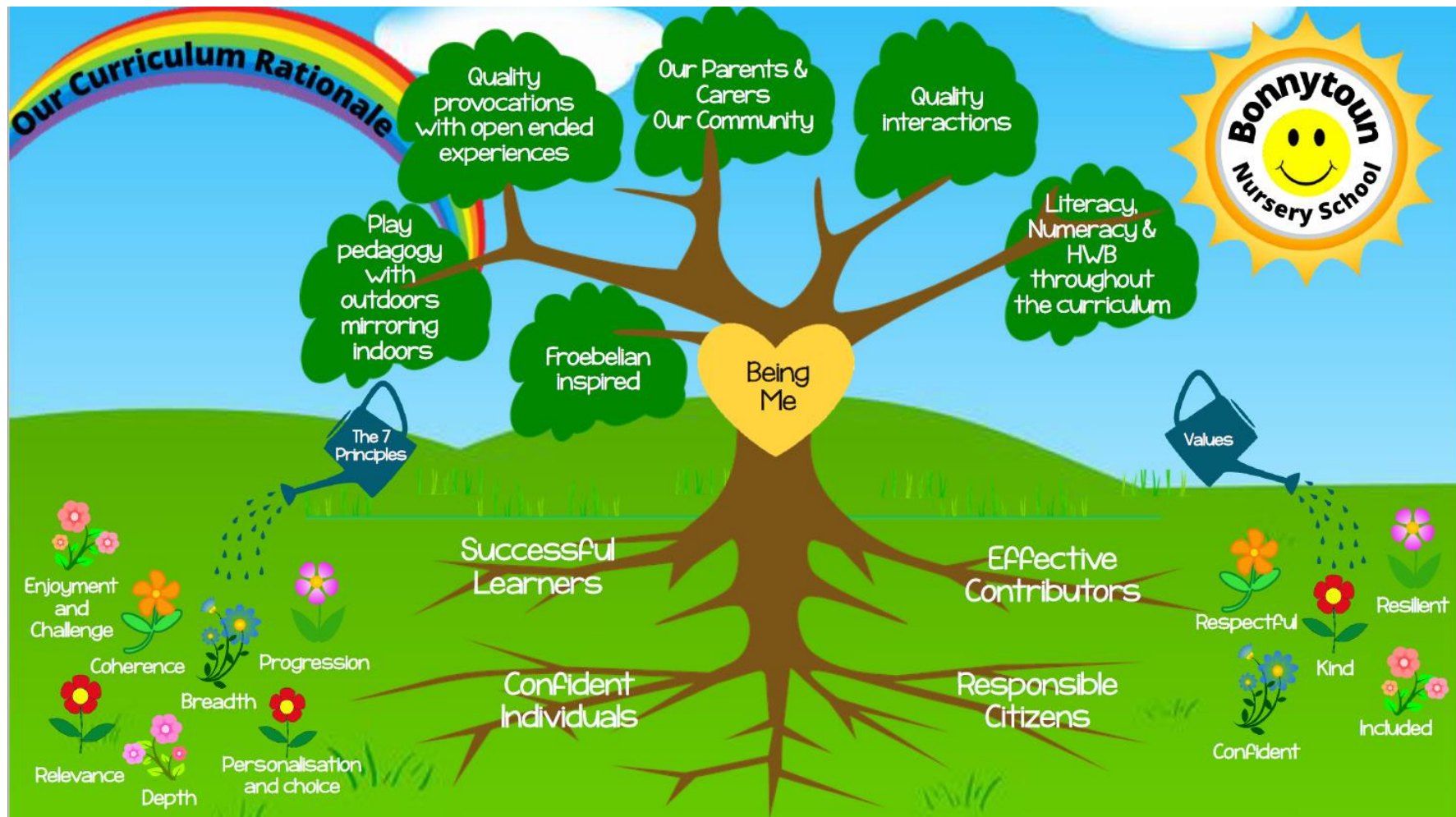


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At Bonnytoun Nursery, our Curriculum Rationale is based on what we believe a young child needs to flourish at this stage of their educational journey. We recognise parents/carers as the child's first educator and work as key partners to effectively develop parental involvement, engagement, and family learning. Our curriculum has a child centred Froebelian inspired approach, firmly rooted in play based learning and seeks to encourage inquiry, invite discussion and exploration. We promote creative thinking



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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.

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.



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- 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.

| Bonnytown ELC Improvement Planning for Ensuring Excellence and Equity | | | | |
|---|--------------------------------------|------------------|-----------|---------------------|
| School priorities linked to knowledge and data as identified on previous page | Links to HGIOELC, QFDCCSA*, CNH&SCS, | Proposed actions | Timescale | Measures of Success |
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| <p>Improvement in all children and young people's wellbeing:</p> <p>Place UNCRC and nurturing relationships at the heart of our practice so that every child feels safe, included and respected.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | <p>HGIOELC 3.1 Ensuring wellbeing, equality & inclusion 4.1 Staff skills, knowledge & values</p> | <p>UNCRC</p> <ul style="list-style-type: none"> Establish a UNCRC leadership group (staff, families and children) and create an action plan Rights in Action – add monthly rights focus to floor books, planning templates & Snapshot for families; create a local/global campaign to raise awareness of rights e.g. litter picking <p>Promoting Positive Relationships</p> <ul style="list-style-type: none"> Further embed Positive Relationship policy Trauma-skilled practice training for all staff Co-create family-friendly Positive Relationship policy Further embed universal HWB supports (daily check-ins, visual timetables, Trusted-Adult check ins) Family drop-in sessions on positive relationships e.g. logical and natural consequences | <p>March 2026</p> <p>March 2026</p> <p>June 2026</p> | <ul style="list-style-type: none"> ≥ 90 % of pupils can name at least two rights and link them to the Wellbeing Indicators “Included” & “Respected” All staff complete trauma-skilled CLPL and report 4/5 confidence rating Families report increased understanding of our Positive Relationship policy |
| <p>Raising attainment for all, particularly in literacy and numeracy(universal):</p> <p>Ensure at least 85 % of learners make steady progress by providing challenging, data-informed, child-led learning experiences.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | <p>HGIOELC 2.3 Learning, teaching & assessment 3.2 Securing progress</p> | <p>Continue to develop Visible Consistencies of 1) positive nurturing learning environment 2) all learners are supported and challenged 3) all learners are engaged and lead their learning by:</p> <p>Environment – conduct termly audits, engage in staff CLPL on high-challenge provocations, refresh environment to highlight challenging literacy, numeracy & digital opportunities</p> <p>Assessment & Planning – with staff, create and launch Early Level assessment strategy; train staff on WL Tracker & new literacy pathways, refine Observe-Assess-Plan-Review cycle</p> <p>Targeted Interventions – staff training on use of data, implement focused support on rhyme, syllables, early writing, numeral recognition & subitising; introduce challenge intervention</p> <p>Learner Agency – appoint Learning Leaders, record child learning conversations on Seesaw, introduce self-assessment tools</p> | <p>Sept 2025</p> <p>Dec 2025</p> <p>Sept 2025</p> <p>June 2026</p> | <ul style="list-style-type: none"> By Feb 2026: Environmental audit scores improve by ≥ 10 % in 'challenge & breadth' By June 2026: ≥ 80 % of children confidently apply skills in the identified literacy/numeracy focus areas (WL Tracker) Moderation shows ≥ 90 % consistency in staff professional judgement Leuven Involvement scale: ≥ 80 % of children score 4-5 |
| <p>Tackling the attainment gap between the most and least advantaged children (targeted):</p> | <p>3.1 Wellbeing, equality & inclusion 3.2 Securing progress</p> | <p>All schools have a separate Pupil Equity Funding Plan to ensure that children and young people affected by poverty achieve their full potential, focusing on targeted improvement activity in literacy, numeracy and health and wellbeing. SPS PEF Summary 2526.pdf</p> | <p>June 2026</p> | <ul style="list-style-type: none"> By June 2025: Identified children make progress in literacy and numeracy WL tracker data. Gap between SIMD 1-2 and SIMD 3-10 narrows in combined literacy & numeracy on-track data. |



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| <p>Improve learning in literacy, numeracy and wellbeing for children affected by poverty (SIMD 1-2)</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | | | | |
| <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Embed a skills-based curriculum (communication, collaboration, creativity) and strengthen digital competence for children, staff and families</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | <p>2.2 Curriculum 2.7 Partnerships</p> | <ul style="list-style-type: none"> • Launch “Bonnytoun Builds Skills” master-class series for families & partners • Integrate skills language into planning, Seesaw posts & interactions; capture family interests and skills via welcome-pack questionnaire • Conduct digital-skills audit; deliver digital CLPL for all staff; refresh digital provocations and resources; run parent drop-ins on digital skills | <p>Sept 2025</p> <p>Sept 2025</p> <p>Oct 2025</p> | <ul style="list-style-type: none"> • <i>By May 2026:</i> ≥ 75 % of children can explain or demonstrate our three core skills • Family attendance at skills events increases (baseline 2024-25) • Digital audit shows ≥ 90 % of staff confident (4-5/5) in delivering Early Level digital learning experiences |

*Quality Framework for Daycare of Children, Childminding and School Aged Childcare



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