

# **BONNYTOUN ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP**

**2026 / 2027**



**Courage**

**Relationships**

**Relevance**

**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**

At Bonnytown 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 mirror 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 Bonnytown 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 storytelling 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 learners and creating the best possible experiences for all our children and families, in a safe and nurturing environment.



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#### Data Leading to our Priorities

The key focus for our Improvement Plan this session is to ensure that the needs of all children and young people are met through inclusive and impactful pedagogy.

As a result, the entire SIP is underpinned by inclusive pedagogies and practices, which are consistently linked to:

- **Health and Wellbeing (HWB) - Theme 1**
- **Learning, Teaching and Assessment – Theme 2**
- **Curriculum – Theme 3**
- **Equity – Theme 4**

In line with the Quality Improvement Framework for ELC and the National Improvement Framework, our focus is on strengthening how effectively we meet the diverse needs of learners to improve attainment, achievement and wellbeing for all.

#### **Theme 1: Health and Wellbeing**

Analysis of West Lothian (WL) tracking data, children's progress meetings, personal plan reviews, Seesaw observations and daily wellbeing check-ins shows that most children at Bonnytown are engaged in play and developing positive relationships. Over 90% of children at N4 are on track in areas such as cooperation (91%), perseverance (95%) and engagement in play (91%). However, WL tracking data also identifies that between 17–30% of children require targeted support in key aspects of wellbeing, including expressing their needs (30%), forming friendships (22%) and coping with new or unfamiliar situations (22%). This is further supported by evidence from progress meetings, personal plans and child voice, which highlight a need to develop children's confidence, emotional resilience, independence and self-regulation. Professional dialogue and self-evaluation using the QIF, alongside VSE feedback, also indicate that while strong, approaches to trauma-informed, inclusive and rights-based practice are not yet consistently embedded across the setting.

#### **Theme 2: Learning, Teaching and Assessment**

Analysis of WL tracking data and Seesaw observations shows that most children are achieving expected levels in early communication and numeracy. Between 87–100% of children are on track in areas such as listening for rhyme (100%), identifying patterns (100%) and talking clearly (87%), alongside early numeracy skills such as patterning and sorting (91–96%). However, WL tracking data also highlights that 17–26% of children require targeted support in key areas of learning, including mark making (26%), early reading skills such as recognising familiar words (22%), storytelling (26%), counting accurately (22%) and subitising (26%). Professional dialogue, self-evaluation using the QIF and VSE feedback indicate that assessment information is not yet used consistently to inform high-quality next steps and quality evaluations of planned learning. This results in variability in the level of challenge and support provided.

#### **Theme 3: Curriculum**

In response to national priorities, we will focus on implementing a refreshed Curriculum Improvement Cycle to ensure our approach to curriculum design is inclusive, responsive and meets the needs of all learners. Within this, we will continue to build on our established strengths, further developing outdoor learning and embedding cross-cutting themes – including digital, anti-racist, inclusion and diversity – to ensure relevance, equity and coherence across learning experiences.

#### **Theme 4: Equity**

Analysis of WL tracking data across all areas of the curriculum shows that most children are on track in their learning, with some requiring targeted intervention and a smaller number requiring enhanced support. Evidence from children's progress meetings, personal plan reviews and professional dialogue highlights variability in how quickly needs are identified and how effectively interventions are tracked. There is a need for consistency in evaluating the impact of support on children's progress. This indicates that, while overall attainment is positive, there remains a gap for children requiring additional support and a need to strengthen approaches to early identification, targeted intervention and evaluation of impact to ensure equity of outcomes for all learners.

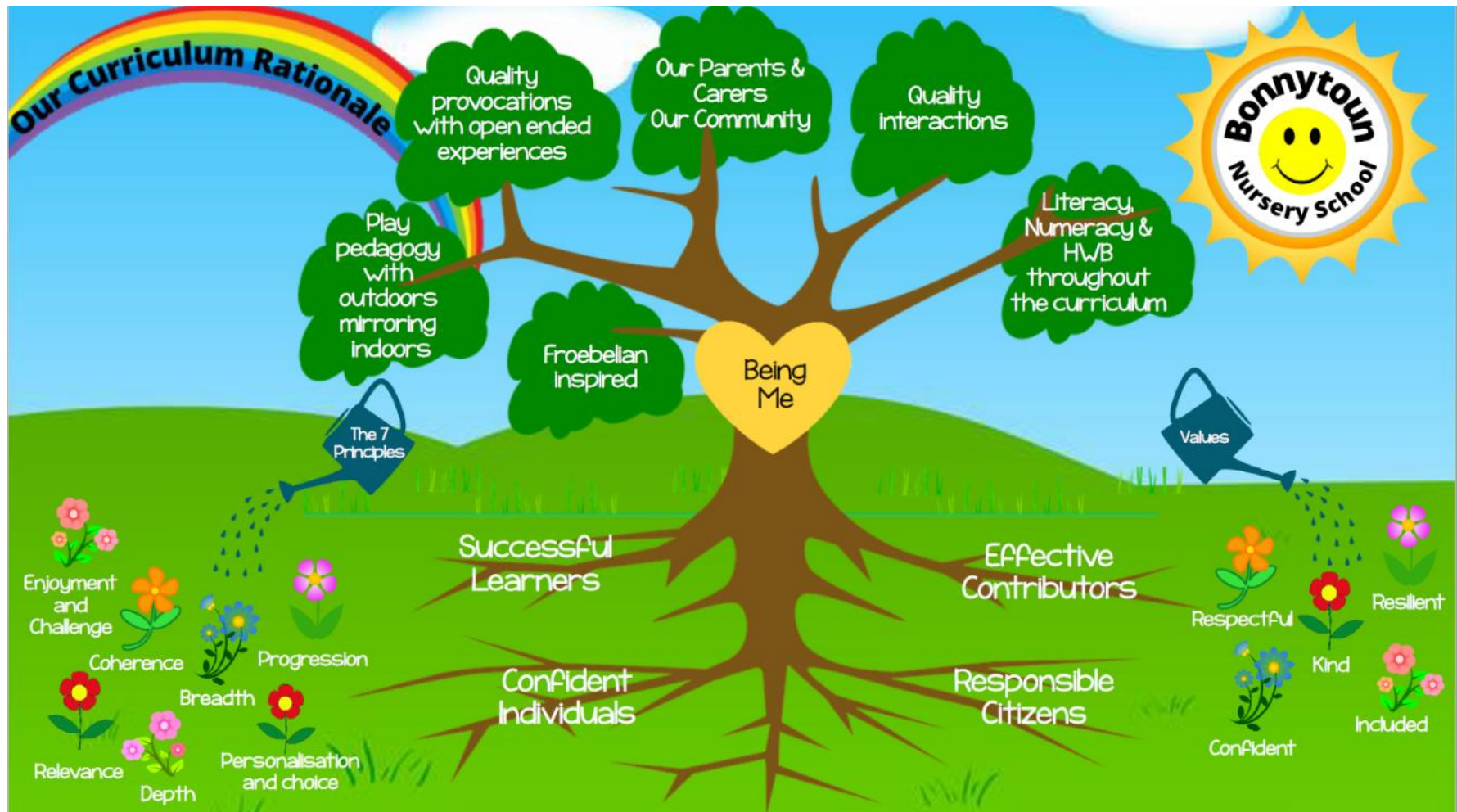


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# Bonnytown -ELC Improvement Planning for Ensuring Excellence and Equity

| ELC priorities linked to knowledge and data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Links to QIF ELC and HSCS                                                                                                                                                                                                                                                       | Proposed actions -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Timescale                                                                                          | Measures of Success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>THEME 1: INCLUSIVE PRACTICES - HEALTH AND WELLBEING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on improvement in wellbeing:</b></p> <p>Increase the number of children achieving expected levels across identified Health and Wellbeing outcomes, with a particular focus on emotional resilience, relationships and independence, through consistent trauma-informed, rights-based and inclusive practice.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p> | <p>QIF<br/>Care, Play and Learning – Meeting children's needs; Play, learning and development<br/>Children's Health and Wellbeing<br/>Leadership – Self-evaluation for improvement; Leadership of change</p> <p>HCS<br/>1.1<br/>1.2<br/>1.3<br/>1.4<br/>1.5<br/>1.6<br/>4.4</p> | <p><b>Trauma-Skilled Practice</b></p> <ul style="list-style-type: none"> <li>Staff professional learning on trauma-skilled practice</li> <li>Develop and implement a Trauma-Skilled Practice Framework with outlines agreed approaches, practical strategies and expectations for practice to ensure consistent approaches across the ELC</li> </ul> <p><b>Effective Use of Data</b></p> <ul style="list-style-type: none"> <li>Further embed termly wellbeing data dialogues during children's progress meetings, using attainment data, personal plans and child voice evidence to identify need and evaluate impact</li> </ul> <p><b>UNCRC</b></p> <ul style="list-style-type: none"> <li>Embed children's rights within planning, learning environments and decision-making using Gold Action Plan to achieve Rights Respecting Schools Gold Award</li> </ul> <p><b>Staff HWB</b></p> <ul style="list-style-type: none"> <li>Through a distributive leadership role, staff HWB data will be collated and analysed to create a staff action plan</li> </ul> <p><b>Equality, Diversity and Inclusion</b></p> <p><u><b>Ethos and Culture</b></u></p> <ul style="list-style-type: none"> <li>Conduct self-evaluation on ethos and culture with all stakeholders</li> <li>Use data to create an action plan with measurable outcomes</li> <li>Co-construct an Equality and Diversity statement with children, families and staff</li> </ul> | <p>Dec 2027</p> <p>Oct 2026 &amp; May 2027</p> <p>June 2027</p> <p>June 2027</p> <p>April 2027</p> | <p>Trauma skilled practice</p> <ul style="list-style-type: none"> <li>100% of staff engage in trauma skilled training and are involved in the development of our shared Trauma-Skilled Practice framework (CLPL records)</li> <li>90% of observed practice demonstrates staff use at least two agreed trauma skilled strategies from the shared framework (trauma-skilled observation toolkit)</li> </ul> <p>Effective use of data</p> <ul style="list-style-type: none"> <li>90% of children achieve expected level or above across identified HWB outcomes (WL trackers)</li> <li>95% of targeted children demonstrate progress against wellbeing targets (personal plan reviews and children's progress meetings)</li> </ul> <p>UNCRC</p> <ul style="list-style-type: none"> <li>Gold Rights Respecting Schools award achieved</li> </ul> <p>Staff HWB</p> <ul style="list-style-type: none"> <li>Staff HWB survey data will show improvements in staff wellbeing, with increased positive responses across at least two identified indicators (questionnaire)</li> <li>See Staff HWB action plan for actions and measures</li> </ul> <p>Equality, Diversity and Inclusion</p> <ul style="list-style-type: none"> <li>100% of planning will demonstrate intentional Equality, Diversity and Inclusion (EDI)</li> </ul> |



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|                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                       | <p><u>Curriculum Cross Cutting Theme</u></p> <ul style="list-style-type: none"> <li>Strengthen anti-racist and inclusive practice through staff professional learning</li> <li>Begin to explore and use of ScotDEC resources</li> <li>Conduct self-evaluation on curriculum with all stakeholders</li> <li>Use data to create an action plan with measurable outcomes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                               | <ul style="list-style-type: none"> <li>Staff report increased confidence in delivering EDI within planned learning (questionnaire)</li> <li>An Equality and Diversity Statement will be co-created, published and understood by at least 85% of stakeholders (questionnaire)</li> <li>See EDI action plan for actions and measures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>THEME 2: INCLUSIVE PRACTICES - LEARNING, TEACHING AND ASSESSMENT</b>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Improving achievement for all children through inclusive and impactful pedagogy, with a particular focus on Literacy and Numeracy (universal approaches):</b></p> <p>To improve attainment in early literacy and numeracy through consistent, high-quality inclusive pedagogy and effective use of assessment to inform planning, next steps and targeted support.</p> | <p>QIF</p> <p>Care, Play and Learning – Learning, teaching and assessment; Play, learning and development; Curriculum Children's Progress – Children's progress over time; Quality of children's learning</p> <p>Leadership – Leadership of learning Partnerships – Engaging families</p> <p>HCS<br/>2.1<br/>2.2<br/>2.3<br/>2.4<br/>2.5<br/>2.7<br/>4.2<br/>4.11</p> | <p><b>High-Quality Pedagogy (Leaders of Learning)</b></p> <p>Leaders of Learning will:</p> <ul style="list-style-type: none"> <li>Lead the embedding of consistent approaches to inclusive planning, assessment and next steps across the ELC</li> <li>Use an “I do, we do, you do” model to support practitioners to: <ul style="list-style-type: none"> <li>evaluate planned learning using observations, attainment data and SeeSaw evidence</li> <li>identify and implement clear next steps for individuals and groups using inclusive pedagogy</li> </ul> </li> <li>Work alongside practitioners during weekly planning to ensure assessment information informs provision, experiences and interactions</li> <li>Facilitate professional dialogue and coaching to support consistency and shared understanding of effective practice</li> <li>Contribute to quality assurance activities (planning, observations, SeeSaw) to monitor consistency and impact on children's learning</li> </ul> <p><b>Assessment and Data</b></p> <ul style="list-style-type: none"> <li>Staff moderation activities to ensure consistent expectations for high-quality observations and next steps</li> <li>Staff CLPL on understanding on effective evaluation of planned learning using data including SeeSaw evidence, observations and attainment data</li> <li>Further develop use of data in children's progress meetings and support professional dialogue around attainment, challenge and support</li> <li>Further develop use of intervention tracking to evaluate the impact of targeted support and inform next steps</li> </ul> | <p>June 2027</p> <p>Oct 2026 &amp; May 2027</p> <p>Termly</p> | <p>Leaders of Learning</p> <ul style="list-style-type: none"> <li>See LOL action plan for measures</li> <li>“I do, we do, you do” approach to inclusive pedagogy is evident in documentation, planning and practice (QA and observations)</li> <li>Staff report increased confidence in evaluating planned learning and identifying next steps (questionnaire)</li> </ul> <p>Assessment and Data</p> <ul style="list-style-type: none"> <li>90% of children achieve expected level or above in literacy and numeracy (WL trackers)</li> <li>Improvement evident in key literacy and numeracy priorities - (responding to questions (WL trackers)</li> <li>Planning and SeeSaw show a consistent approach to observations, evaluation and next steps across all staff (QA)</li> <li>Children's progress meetings demonstrate effective use of data to identify challenge and support</li> <li>Intervention tracking shows all children making progress over time</li> </ul> |



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| <p>To develop consistent and effective use of digital technology and learner conversations to enhance learning, support children to communicate their thinking, and strengthen how progress is shared and understood.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p>                                                                                              |                                                                                                                                                                                                          | <p><b>Sharing Children's Progress</b></p> <ul style="list-style-type: none"> <li>• Deliver professional learning on effective learning conversations</li> <li>• Develop an agreed approach for evidencing learning conversations across the ELC</li> <li>• Introduce regular learner conversations to support children to talk about their learning, achievements and next steps</li> <li>• Create and implement a Learning Jigsaw which clearly communicates how children make progress and how learning is shared with families</li> </ul> <p><b>Digital Learning</b></p> <ul style="list-style-type: none"> <li>• Identify opportunities to enhance communication, literacy and numeracy through digital technology</li> <li>• Increase opportunities for children to use digital technologies to create, communicate and demonstrate learning</li> <li>• Deliver professional learning to increase staff confidence in digital pedagogy</li> <li>• Develop consistent approaches to staff and children using SeeSaw to capture and share learning</li> </ul> | <p>June 2027</p> <p>April 2027</p> <p>Dec 2026</p> | <p><b>Sharing Children's Progress</b></p> <ul style="list-style-type: none"> <li>• Learner conversations are evident in personal plans and SeeSaw (QA)</li> <li>• 90% of families report understanding of how their child progressing and how learning is shared (questionnaire)</li> <li>• Increase in families sharing learning through SeeSaw (SeeSaw data)</li> </ul> <p><b>Digital Learning</b></p> <ul style="list-style-type: none"> <li>• Digital learning audit shows increased opportunities within planning and across environment from baseline (digital audit)</li> <li>• All staff report increased confidence in using digital technology to enhance learning and communicate progress (questionnaire)</li> </ul> |
| <b>THEME 3: INCLUSIVE PRACTICES - CURRICULUM</b>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making</b></p> <p>For all staff to engage in technical frameworks published by the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making.</p> <p>(Placing the human rights and needs of every child and young person at the centre of education)</p> | <p>QIF<br/>Care, Play and Learning – Curriculum; Play, learning and development<br/>Leadership – Leadership of learning; Self-evaluation for improvement</p> <p>HCS<br/>2.1<br/>2.3<br/>2.5<br/>4.11</p> | <p><b>Phase 1 - Understanding and Confidence</b></p> <p>Planning for sustainable professional learning to build confidence in <b>curriculum making</b> (teachers)</p> <p>Planning for sustainable professional learning to confidently lead the process of <b>curriculum making</b> (leaders)</p> <ul style="list-style-type: none"> <li>• All staff to attend central collegiate CLPL focusing on the Curriculum Improvement Cycle and curriculum making.</li> <li>• All staff will engage in ongoing professional dialogue and collaborative reflection on interpreting frameworks and understanding progression pathways.</li> </ul> <p><b>Phase 2 – Application and Impact</b></p> <p>Planning for sustainable professional learning on curriculum making at school level (practitioners)</p>                                                                                                                                                                                                                                                                | <p>June 2027</p>                                   | <ul style="list-style-type: none"> <li>• 100% of staff will engage in CLPL linked to the Curriculum Improvement Cycle and participate in collaborative curriculum development</li> <li>• 100% of staff will report improved confidence and understanding of the Curriculum Improvement Cycle technical frameworks and curriculum making (questionnaire)</li> <li>• 100% of staff will report an increased understanding of application of the Curriculum Improvement Cycle technical frameworks (questionnaire)</li> </ul>                                                                                                                                                                                                       |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 | Planning for sustainable professional learning on how to lead curriculum making at ELC level (leaders) <ul style="list-style-type: none"> <li>• Apply frameworks to curriculum planning</li> <li>• Embed collaborative curriculum making</li> <li>• Strengthen leadership of curriculum making</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>THEME 4: INCLUSIVE PRACTICES - EQUITY</b>                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Tackling the attainment gap between the most and least disadvantaged children (targeted approaches):</b><br><br>To improve outcomes for children experiencing barriers to learning through inclusive pedagogy, timely identification of need, universal and targeted support and robust evaluation of impact.<br><br><b>(Placing the human rights and needs of every child and young person at the centre of education)</b> | QIF<br>Care, Play and Learning – Meeting children's needs<br>Children's Progress – Children's progress over time<br>Children's Health and Wellbeing<br>Leadership – Leadership of change<br><br>HCS<br>1.1<br>2.2<br>2.4<br>2.6 | <i>'All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's <b>PEF Summary</b> provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions. Please follow this <a href="#">link</a> to view our PEF Summary and find out more about our use of Pupil Equity Funding.'</i> <ul style="list-style-type: none"> <li>• Further embed approaches to identifying children requiring targeted support through use of demographic, attainment, wellbeing and observation data</li> <li>• Deliver and evaluate evidence-informed universal support and targeted interventions which are matched to children's identified needs and underpinned by inclusive pedagogy</li> <li>• Strengthen family involvement in planning and reviewing targeted support</li> </ul> | Oct & May 2027<br><br><br>Termly<br><br><br>June 2027 | <ul style="list-style-type: none"> <li>• 90%+ of children receiving targeted interventions demonstrate progress against outcomes (WL and intervention trackers)</li> <li>• 95%+ of personal plan targets are achieved or partially achieved by review dates (personal plan audits)</li> <li>• Children's progress meetings demonstrate timely identification of need and appropriate support pathways (progress meeting records)</li> <li>• Families report that targeted support has positively impacted their child's wellbeing/learning (family feedback)</li> </ul> |

- ★ QIF ELC - Quality Improvement Framework for Early Learning and Childcare
- ★ HSCS - Health and Social Care Standards



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