

ELC ACTION PLAN TO SUPPORT THE DELIVERY OF SIP

2026 / 2027



Courage

Relationships

Relevance

Values

**At Woodlands ELC we
Play, learn and grow together**



Our Aims

It is our aim that you will see and hear:

- *Happy and healthy children who have the chance to thrive in a nurturing environment.*
- *Confident children, leading their own learning by enjoying opportunities to explore and be naturally curious.*
- *An environment which promotes equality of opportunity where everyone is respected and valued.*
- *Strong, positive partnerships with our families and extended learning community.*

Our Shared Values



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Our Curriculum Rationale

Learning at Woodlands

- Clear focus on Literacy, Numeracy and Health and Wellbeing
- Focused smart planning of experiences and outcomes across the curriculum
- Enhanced Outdoor Learning focus with skills progression
- Flexible and adaptable planning which supports child led learning
- Block Play
- Farm to Fork approaches
- Eco-ELC focus including real-life context
- Emotion Works Programme
- Use of digital technology to enhance learning
- Area Planning Diaries – responsive planning

Families and Community

- Parent Council
- Parents and Friends Association (PFA)
- Educational Support Partners – Speech and Language Therapy, Education, Psychology, Outreach Services
- Community visitors and partners
- Cookie the Chef Tasting and Cooking bags
- Woody the Squirrel – Home link diary
- Big Bedtime Read and Count Bags
- Stay and Play Sessions
- Parents Helpers and Volunteers
- Learning Journals
- Learning Consultations
- Wellbeing calls
- Local Walks

Environment

- Indoor Spaces
- Calming, natural and neutral
- Promoting independence
- Easy accessible to all
- Easily adaptable to meet needs
- Fluid resources and areas
- Digital technology to support learning and innovation
- Outdoor Spaces
- Challenging
- Stimulating
- Encouraging risk taking
- Natural wooded area
- Developed garden spaces
- Supporting Farm to Fork
- Linked to learning priorities

Supporting Transitions

- Stay and play pre-session visits
- Induction calls
- Supported first session for parent and child
- Personal Plans
- Transition objects – objects of reference
- Song signifiers
- Pre-school reports
- Individual Education Plans
- Child Planning Meetings and GIRFEC Assessment Planning
- School Buddies
- School visits – through the year
- School/ELC links for information sharing
- Multi-setting outdoor visits



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Woodlands ELC Improvement Planning for Ensuring Excellence and Equity

ELC priorities linked to knowledge and data	Links to ELC and HSCS	QIF	Proposed actions -	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: Children's emotional well-being is improved through targeted interventions.	QIF ELC 1.3 1.1 3.1	HSCS 1.2 1.3 2.3 3.1	- Continue to imbed 'Mini Teams' (learner responsibility groups) to develop health and wellbeing within the ELC. - Continue with health and wellbeing targeted Stay and Play sessions for families, promoting healthy eating, tooth brushing etc. - Continued use of child-friendly SHANARRI characters to help children reflect on their wellbeing.x	From September ongoing 	- Children demonstrate improved emotional vocabulary, self-regulation, and resilience. - Practitioner observations and floorbook evidence, including family feedback floorbook shared during Stay and Play - Child voice (photos, drawings, conversations)
Raising attainment for all, particularly in literacy and numeracy(universal): Children's learning experiences are improved through the consistency of learning approaches across the ELC.	QIF ELC 1.3 1.4 2.2 3.1	HSCS 1.3 1.19 1.23 2.27	Literacy - Continue to develop a literacy-rich environment indoors and outdoors by providing mark-making opportunities, environmental print, story baskets, puppets, and real-life literacy (menus, signs, labels, clipboards, recipe cards). - Implement targeted early literacy opportunities focusing on phonological awareness, vocabulary, and early writing skills. Numeracy - Continue to embed numeracy-rich continuous provision across all play areas to include open-ended numeracy opportunities (loose parts for counting, measuring tools, pattern resources, real-life numeracy in role play). - Further develop early mathematical language through high-quality interactions through modelling and scaffolding early mathematical vocabulary during everyday play to deepen children's understanding.	From September ongoing 	- Children independently access and use mark-making and literacy materials across the environment. - Observations show increased engagement in early writing, storytelling, and role-play literacy. - Vocabulary tracking shows improvement in children's expressive and receptive language. - Children independently use numeracy resources during play (e.g., counting, sorting, measuring, pattern-making). - Children use mathematical vocabulary spontaneously during play (e.g., more, fewer, heavier, next to, pattern).
Tackling the attainment gap between the most and least disadvantaged children (targeted approaches): Children's capacity as learners will improve based on planned interventions in literacy, numeracy and health and wellbeing	QIF ELC 1.1 1.3 1.4 2.2	HSCS 1.9 1.23 1.3 3.1	- Deliver targeted small-group opportunities in literacy, numeracy and health & wellbeing that link to the tracker statements - Further embed a calendar of workshops, stay-and-play sessions, and family learning events with targeted areas for improvement	From September ongoing 	- Children who have accessed targeted support show measurable progress - Observations show children accessing literacy, numeracy and wellbeing resources more independently. - Increased parental engagement in ELC activities
Meeting the needs of all children through inclusive and impactful pedagogy, with a particular focus on curriculum making: All staff will have engaged in parts of the Curriculum Improvement Cycle and show increased confidence in their understanding of curriculum making.	QIF ELC 1.3 1.4 2.1 3.1	HSCS 1.27 3.14 4.11	- Engage all staff in key stages of the Curriculum Improvement Cycle (CIC), through planned CIC activities such as analysing observations and identifying learning priorities. - Strengthen staff confidence in inclusive pedagogy within curriculum design through peer-supported practice and dialogue around inclusive practice.	From September ongoing 	- Staff demonstrate increased confidence and understanding of curriculum making. - Curriculum planning and environments show clear evidence of CIC influence. - Improved outcomes for children through more inclusive pedagogy.



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