



Our Priorities from Last Session 2022-23

Midlothian



Digital learning to enhance learning, teaching and assessment:

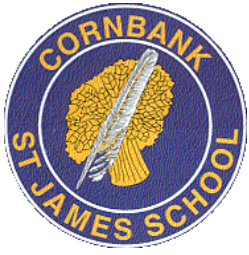
- ✓ Learners, families and staff continued to build confidence with digital tools, including introduction using QR codes to support learning and continued use of technologies to enhance experiences for staff, parents and learners.
- ✓ Digital learning is now part of our core provision in our ELC.
- ✓ Staff have completed training to support learning at all levels and are now all Google Gold Award accredited.

Raising attainment in literacy and numeracy through the observation and planning cycle:

- ✓ All staff completed training on the planning cycle and over the year have put this into practice.
- ✓ We began using new planning formats, which enhance the overall experience and provision in the ELC. Over the year, we developed confidence using these and were given positive feedback.
- ✓ We were recognised as a good practice example setting and were asked to feedback to other settings on how we introduced the new planning cycle and how we actively use it within our setting.
- ✓ We consolidated our system for tracking and sign posting in order to ensure planning, observations and floor books were consistent.

Equity, Wellbeing and Inclusion

- ✓ All staff took part in monthly ASN training developing skills in supporting learners with additional support needs therefore improving outcomes for all learners.
- ✓ Nurture principles are embedded and all staff work to include evidence of this throughout the ELC and shared these with parents.
- ✓ Introduced opportunities for "Stay and Play" sessions within the ELC to promote all children and parents feeling included, respected and valued.

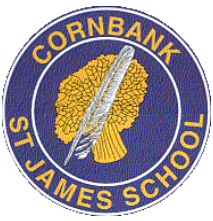


Some of our Highlights from Last Session 2022-23

Midlothian



- ★ Over the course of the year, we worked to develop our targeted support groups. Different professionals recognised the success of these at Cornbank ELC.
- ★ Cornbank ELC worked with the Scottish Child Minding association, the Early Years team, Mauricewood ELC and Cuiken ELC to come up with a Blended Model Policy and Agreement for children attending more than one ELC setting to ensure consistency across settings and sharing the learning. Our SEYP presented this to the local authority in October 2022 and it is now used across Midlothian.
- ★ We continued to develop linking our learning from home to ELC and were ecstatic with the end of year feedback from parents/carers and our overall engagement from parents throughout the year. We use Twitter/X to share the learning in our setting with posts made daily to highlight learning.
- ★ We introduced Stay and Play sessions, which gained wonderful feedback and engagement from parents and learners to allow us to show our learning environments and how our young learners learn.
- ★ We have supported transition for our learners starting in P1 in August 2023 using the Midlothian Mid Mouse Project and provided further support in P1 classes after the summer break to ensure a smooth and settled transition. Liaison between the ELC and our P1 teachers continues.
- ★ We hosted a transition session for families of learners due to start in ELC after the summer break.
- ★ Where possible, we are keen to involve parents in their child's learning and welcome families into our setting. We have held a successful Curriculum Evening, attended our school Christmas Fair, held a Christmas Singalong, completed in Sports Day, held our ELC Graduation and regularly are involved in learning opportunities across the school including whole school assemblies, Eco Week, STEM Week, Maths Week etc.



Our New Priorities 2023-24

Midlothian



Raise attainment in Literacy and Numeracy through singing, stories and rhymes

We will:

- ⦿ Strive to develop staff confidence with singing and stories and using these to promote outcomes for learning.
- ⦿ Develop our pedagogy in Literacy and Numeracy and how songs, rhymes and stories can be embedded to best meet the needs of learners.
- ⦿ Complete baselines and audits involving staff, learners and parents in order to monitor progress.
- ⦿ Expand our ELC resources to enhance engagement, such as story spoons, puppets and provocations.
- ⦿ Re-introduce The Big Bed Time read or a lending library to support engagement at home too.

Supporting nurture, wellbeing and inclusion through the role of the adult in ELC and an environments focus

We will:

- ⦿ Complete "Role of the Adult" training to embed the importance of the adult role in providing high quality learning environments and experiences in a way that is nurturing and inclusive.
- ⦿ Complete an environments audit and work to improve learning environments promoting respect for our environments.
- ⦿ Use Up Up and Away training as a tool to offer appropriate experiences and to track and monitor progress of learners with support needs.
- ⦿ Use our core RISE Values in every day practice, play and learning to promote understanding of the meaning of respect, inclusion, safe and excellence.
- ⦿ Develop parental awareness of the need to nurture 'all' children.
- ⦿ Promote the UNCRC rights across the school and ELC.
- ⦿ Work with the Realising the Ambition Being Me Framework to challenge practitioners to reflect on current practice and discuss and implement necessary improvements.