

Douglas Primary School ELC



At Douglas Primary School ELC, we will focus on three main areas to support our improvement planning in 2025/2026. All our priorities are linked to the National Improvement Framework and SLC priorities.

Priority 1 – Raising Attainment & Achievement

Moderation of use and understanding of Early Level Literacy & Numeracy Targets:

- All practitioners will demonstrate an increased confidence in using Early Level Trackers accurately and consistently across the setting, these will be shared with parent/carers on a termly basis.
- All practitioners will develop a shared language and understanding around the expectations for Literacy and Numeracy at Early Level, therefore enabling appropriate planning and experiences to be implemented within the ELC.
- Moderation activities will take place with other local ELC establishments to validate tracker data this will lead to more reliable judgements of children's attainment and progress.
- Moderation will enable all staff to improve early identification of learning needs which will inform targeted interventions and personalised support strategies for all.



Priority 2 – Raising Attainment in Literacy & Numeracy

Ensuring that learning in Literacy and Numeracy is highly effective through:

- All practitioners will demonstrate increased confidence in using Early Level Trackers to support Fact, Story, Action approach to tracking & monitoring meetings.
- Use of Fact, Story, Action approach will lead to early identification of those learners that would benefit most from early interventions within the ELC Setting.
- Increased parental engagement to support attainment in literacy & numeracy through Play and Stay Sessions and small group intervention approaches as highlighted through Fact, Story, Action approaches.
- Staff CLPL will be focused on training for interventions that have been proven to lead to increased attainment in literacy & numeracy within the ELC setting.



Priority 3 – Learning for Sustainability

Ensuring that all learners are developing an understanding of sustainable development and global citizenship through:

- All practitioners will plan for experiences that develop foundational knowledge of sustainability concepts (e.g. reducing waste, conserving water, recycling).
- Through everyday routines and play experiences learners will build empathy and responsibility toward the environment.
- Planned Outdoor Learning experiences will enable learners to foster problem-solving, collaboration, and critical thinking skills.
- All practitioners and learners will further develop knowledge of the UNCRC through learning outcomes being linked to UNCRC
- Links to sustainable living will be made within the home and community settings through planned experiences and events.

