

# TORONTO ELC ACTION PLAN TO SUPPORT DELIVERY OF SIP 2024-2025



Courage

Relationships

Relevance

Values



# Toronto Nursery Class Curriculum Framework



**Our Vision**  
To nurture successful, life-long learners.

- Our Values**
- Community
  - Achieving
  - Nurtured



- Our Curriculum Drivers**
- Curriculum for Excellence
  - Realising the Ambition (Curiosity, Creativity, Inquiry)
  - GIRFEC
  - Children's Rights (UNRCC)
  - Child Centred
  - Outdoor Learning
  - Froebel Principles
  - CLPL – Play Pedagogy
  - Ensuring high quality learning and progress for all
  - Gender Equal Play

- Principles for Curriculum Design**
- Challenge & Enjoyment
  - Breadth
  - Progression
  - Depth
  - Personalisation & Choice
  - Coherence
  - Relevance

- GIRFEC Wellbeing Indicators**
- Safe
  - Healthy
  - Achieving
  - Nurtured
  - Active
  - Respected
  - Responsible
  - Included

- Our Aims**
- Culture & Ethos**  
To create a welcoming, nurturing, happy environment where all achievement is celebrated and children are supported to make progress in learning.
- Leadership**  
To develop a shared vision, values and aims for our ELC which reflects the aspirations of all stakeholders.
- Curriculum**  
To design our curriculum to provide progression and equity of opportunity for all through quality play pedagogy.
- Pedagogy**  
To provide varied creative opportunities for our children to experience high quality play both indoors and outdoors.
- Learning & Teaching**  
To support our children and families to engage in the planning and assessment process.  
  
To track children's achievements to ensure they are celebrated and progress is secured.
- Partnerships**  
To involve parents and carers in the life and work of our ELC.  
  
To ensure successful transitions through effective communication and partnership working with families and external agencies.



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## Our ELC Curriculum Rationale

### Enabling Environments

- Interesting spaces – both indoors and outdoors, utilising local community spaces whenever possible (woods, Howden Park, local play park, Salvation Army)
- Quality interactions
- Experiences in meaningful contexts

### Play Based Pedagogy

- Froebel Principles – engaging with nature, importance of play, creativity, relationships, autonomous learners, unity and connectedness
- Outdoor Play – Nature Kindergarten
- Forest School approaches
- Open ended materials and resources – loose parts

### Personalised Support

- Personal Plans
- GIRFEC planning
- Child's Plan
- IEP
- Milestones to support learners with ASN
- Partnership working central to all



Wellbeing      Communication      Curiosity, Inquiry, Creativity

### Learning & Teaching

- All learners will be supported to develop skills through quality play opportunities
- Mixture of intentional and responsive planning to meet the needs of individual learners
- Consultative Planning approach involving children and parents/carers
- Experiences & Outcomes, Learning Intentions and Success Criteria reflect needs and interests of children
- Tracking and monitoring achievement to ensure progression in skills development
- Online Learning Journals record observations of learning and reflect child's personal learning journey

### Transitions

- Vertical transitions – major change for children and families e.g. starting school
- Horizontal transitions – multiple changes that happen throughout the day

### Partnerships

- Family Learning opportunities
- Parental Engagement as partners in supporting learning
- Parental involvement in life & work of ELC
- School community & wider community
- Links across Early Level
- External agencies



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Toronto Primary School - ELC Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC and NH&SCS	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>All staff have access to resources and CLPL to develop their knowledge of children's rights to support the social, emotional and physical wellbeing of all learners.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>		<p>Consolidate approaches to analysis of tracker data to monitor and inform consultative planning to support the wellbeing of all learners.</p> <p>Staff professional learning on approaches to co-regulation to support established wellbeing check-in.</p> <p>Develop knowledge and understanding of UNCRC through incorporating article of the week/month in planning and through provocations.</p> <p>Increase opportunities for outdoor learning experiences using local community resources.</p>	<p>October 2024</p> <p>December 2024</p> <p>October 2024</p> <p>November 2024</p>	<p>Most (75-90%) children will be attaining expected levels in health and wellbeing in early years trackers.</p> <p>Most (75-90%) children will be able to identify appropriate strategies to support them to regulate.</p> <p>UNRC Toolkits audits show continued development of the child's rights approach within the setting.</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>High quality assessment will underpin learning experiences planned across literacy and numeracy.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>		<p>Staff CLPL to develop further the use of the WL Progression Pathways to help support planning approaches and next steps in learning.</p> <p>Practitioners to engage in wider professional dialogue to moderate judgements of children's progress using the WL Progression Pathways.</p> <p>Develop approaches to involve parents and stakeholders as partners in improvement planning process e.g. 'You said, we did' wall.</p> <p>Develop approaches to assessment of speech and language development to inform progress e.g. regular analysis of Renfrew Scale data.</p>	<p>October 2024</p> <p>March 2025</p> <p>January 2025</p> <p>March 2025</p>	<p>Almost all observations (over 90%) will have appropriate next steps in learning identified using WL progression pathways.</p> <p>Most (75-90%) children will be attaining expected levels in literacy and numeracy in early years trackers.</p> <p>The majority of parents/carers (50-74%) will participate in the improvement planning process.</p>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>The gap in learning between identified learners in Q1-Q5 will be reduced through targeted interventions in literacy, numeracy and health &amp; wellbeing.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></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.</p>	<p>Timescales documented in PEF plan.</p>	<p>Documented in PEF Plan</p>



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<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>All learners will have opportunities to lead their own learning and develop skills for life, learning and work through effective partnership working.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>		<p>Consolidate approaches to profiling to ensure that Seesaw learning journals are updated with high quality observations and appropriate next steps to support continuity and progression in learning.</p> <p>Develop use of digital technologies to support learning across the curriculum.</p> <p>Provide opportunities for CLPL on planning and assessment of STEM experiences in daily provision.</p> <p>Create opportunities for intergenerational and community links e.g. local care home, library.</p> <p>Increase staff knowledge of skills for life and work.</p>	<p>December 2024</p> <p>March 2025</p> <p>April 2025</p> <p>March 2025</p> <p>April 2025</p>	<p>Playroom observations, planning documents and observations recorded in learning journals demonstrate increased use of digital technologies to support learning.</p> <p>The majority (50-74%) of observations recorded in learning journals demonstrate progress in skill development.</p> <p>Most learners (75-90%) engaged in intergenerational opportunities to develop community links.</p>
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