Greenrigg SSES 2025/26



West Lothian Council
SEED No: 5506921
Head Teacher: Paul Barrowman



Our Vision and Values

Our curriculum framework
Greenrigg ELC

Our vision:

We will strive to create a learning community where our children grow and flourish as confident, independent vision makers.

Our values:

- Happy
- Welcoming
- Friendly
- Motivating
- Inclusive

Our aims:

- To encourage all of our children to become leaders of their own learning by creating an environment which promotes curiosity, inquiry and creativity.
- To continue to provide a wide range of learning opportunities and real life experiences that will challenge our learners.
- To further explore the Froebellian approach and other pedagogies that will positively impact our curriculum rationale.
- To share responsibility as we work collaboratively ensuring a consistent approach across the setting for all.
- We care about all our service users and will continue to provide a welcoming and supportive environment where everyone's voice is heard.
- We are continuously evaluating ourselves, our practice and our provision enabling us to improve outcomes for our learners.

GIRFEC Wellbeing indicators:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



Principles for Curriculum Design

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance



How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4 /HGIOELC? Six-point scale?
QI 2.3 Learning, teaching and assessment Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring			
Our rights-based, nurturing ethos enables children to feel emotionally secure and confident, resulting in consistently high levels of engagement and a strong sense of belonging across the setting. Most children show creativity and resilience, sustaining involvement in challenging, open-ended play resulting in children confidently leading their own play and making informed choices about their learning. Consultative planning ensures children's ideas meaningfully shape learning, resulting in highly motivated learners who engage with curiosity, purpose and increasing independence. Most practitioners use their understanding of child development to support learners, and next steps are becoming increasingly well-matched supporting children to make steady, confident progress. Ongoing CLPL, strengthened induction processes and regular monitoring are building greater consistency and collective ownership across the team. Informal feedback from children and families refines support and sustains trusting relationships.	Strong, respectful relationships with families underpin practice, with practitioners knowing families well and offering sensitive support tailored to individual needs. Children increasingly recognise and discuss wellbeing indicators, showing growing self-awareness. Observations show growing perseverance, and environmental audits evidence responsive adjustments that enhance challenge. The team is continuing to build consistency in how these adjustments are captured and applied across all audits. The consultative planning wall, floorbooks and weekly planning documents show children's ideas driving learning experiences; staff consistently record the context of observations (e.g. "during snack", "during group time"), and planning notes show how these contributions are used to co-design next steps. Annotated observations and Seesaw posts show children experimenting with natural materials; next scheduled outdoor refresh actions (loose parts, recipe books, number lines) will further strengthen inquiry outdoors. QA monitoring and weekly dialogue demonstrate more accurate identification of developmental needs. Planned CLPL will enhance next-step precision, and quality assurance processes ensure that relevant guidance is consistently embedded across the setting.	To continue support children to verbalise and share their thinking through sustained shared thinking, wondering aloud and responsive conversation, deepening early problem-solving and number sense. Strengthen shared responsibility and practitioner-led leadership of outdoor and digital learning environments, ensuring all practitioners take proactive, collective ownership for maintaining well-organised, high-quality spaces aligned with Early Level progression. Build practitioner confidence in child-development knowledge, transitions, use of personal plans, and accurate assessment and tracking. Support this through targeted CLPL, peer monitoring, shared frameworks and weekly professional dialogue. Continue developing home–setting partnerships so assessment information, family insights and children's choices clearly shape learning and next steps.	**ELC** Good

Floorbooks capture children's thinking and support co-designed, meaningful learning although consistency is still developing across the team. Weekly professional dialogue provides a strong platform for effective analysis and planning, with a more streamlined agenda helping to maximise the impact and consistency of these discussions. Personal plans are updated in partnership with families, creating a clear, shared picture of each child's progress. Our quality assurance processes ensure that identified actions are followed through timeously and consistently. Shared agreement of next steps between home and nursery ensures children experience consistent support across both settings. Regular reviews of the learning environment support purposeful and child-centred spaces. Practitioners are increasingly sharing their leadership action plans, with continued focus helping to strengthen consistency across the setting All practitioners take part in planning and evaluation processes, which strengthens team consistency ensuring learners' experiences remain well-planned and coherent. The shared whiteboard acts as an effective visual prompt, helping everyone stay up to date with their planning responsibilities. The observation–assessment–planning cycle ensures children experience well-sequenced learning opportunities that build progressively on prior knowledge. Practitioners use West Lothian tracking tools systematically to monitor progress and identify areas requiring targeted support across key developmental areas leading to earlier identification of needs and timely support.	Strong two-way communication with families ensures support strategies remain responsive and strengthens trusting relationships. Floorbooks provide a growing record of how children shape their learning, and the team is improving consistency in making these accessible and linking follow-up learning across journals, diaries and planning. Friday meeting minutes now show clearer next-step actions, with QA supporting staff to evidence follow-up across these same platforms. Personal plan audits and chronologies show timely updates; next step actions include tagging medical needs with blue stickers, ensuring all staff know key plan details, and maintaining professional consistency during transitions. Home link contributions and Seesaw posts show consistent reinforcement; next steps include increasing parent contributions and capturing learning from home to strengthen partnership. Monitoring records demonstrate shared ownership; next steps include embedding new induction/CLPL materials and ensuring consistent professional practice at transitions. Systematic use of West Lothian tracking tools supports accurate monitoring of progress, early identification of gaps and timely intervention. Learning journals and weekly discussions show more precise sequencing of next steps; next steps require consistent evidence of when next steps are carried out and revisited. Parent conversations, daily communications and Seesaw comments show family insights influencing staff decision-making; personal-plan updates and Friday-meeting discussions demonstrate how this feedback shapes routines, transitions and support strategies across the team. Most parents engage with Seesaw, and increasing comments and photos demonstrate strengthened home–setting partnerships. Next steps include encouraging wider family contributions and involving learners in selecting what they wish to share		

QI 3.2 Raising attainment and achievement Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners			
Practitioners have a strong understanding of children and their family contexts and use this effectively to tailor support. We continue to strengthen how we use evidence to recognise progress consistently across all groups. Practitioners continue to develop their use of higher-order questions and sustained shared thinking using question prompts to deepen children's learning through play. Ongoing observations and journals show that most children are making steady, developmentally appropriate progress in early language, numeracy and wellbeing. Practitioners continue to strengthen their use of data and their knowledge of individual needs to identify emerging gaps and ensure targeted support promotes equity for all learners. Our inclusive ethos supports the diverse needs of families, and targeted interventions are demonstrating positive impact on children's progress. We continue to monitor and review these strategies to ensure they lead to improvements for all learners. Children demonstrate positive wellbeing, increasing confidence and the ability to recognise and express their emotions, with growing independence in daily routines.	Observations and journals provide clearer evidence of children retelling stories, experimenting with mark making and using early numeracy skills such as counting and comparing quantities. Children increasingly retell familiar stories and show growing confidence in mark making, with a few beginning to write for a purpose such as independently creating menus." Photos and journals capture children taking on increasing responsibilities such as snack routines and resource care, showing growing confidence and independence. Children demonstrate developing emotional literacy, supported by tools such as our wellbeing station, which provides visual evidence of how children recognise and express their emotions over time. Children's engagement with fiction and non-fiction is well documented, and most are now ready to deepen their understanding of rhyme, letter sounds and word structure. Photographs, observations and videos are regularly discussed during team meetings, supporting collective decisions about next steps. Most Learning journals show clear progression, and moderation processes support consistency in professional judgement across the team. Regular opportunities for moderation and professional dialogue support developing consistency in professional judgement. This helps ensure that children's progress is assessed more reliably across the team.	To analyse children's progress over time with greater precision, using rich evidence from play to identify emerging patterns, uneven development and next steps. To embed regular consistent progress-focused professional dialogue, using evidence from interactions, experiences and spaces to refine both responsive and intentional planning. To ensure targeted interventions are purposeful, responsive and evaluated through clear aims, review points and evidence of impact on communication,	**ELC** Good

Most children engage well in real-life and imaginative contexts, supporting progress in early language, mathematical thinking and problem-solving. We continue to refine our approaches to ensure all children experience consistently high-quality learning. Ongoing improvements, informed by regular environment audits, are strengthening consistency across the indoor and outdoor contexts. Our tracking systems are used consistently by most staff and support appropriate interventions based on children's progress. We continue to develop staff confidence in making accurate professional judgements to ensure monitoring is consistent and supports improved outcomes for all learners. Practitioners are increasingly confident in using West Lothian Progression Pathways to plan, assess and track children's progress, supporting consistency across the team. Children's achievements within and beyond the setting are recognised and celebrated, supporting developing confidence and self-esteem. We continue to strengthen how we gather achievements from home and use this information to inform learning and ensure all children have equitable opportunities to share and build on their successes.	Children's achievements in developing creativity, problem-solving and early digital skills are evident in photographs, video clips and learning journals. Their use of tools, digital devices and community experiences is helping them build confidence and a wider understanding of the world. Tracking and moderation discussions show where progress is uneven. Personal plans and multi-agency notes demonstrate that children receiving targeted SALT or wellbeing support are making measurable gains in engagement and communication. We work closely with colleagues and partner agencies to meet the differing needs of our learners. Evidence from personal plans, Renfrew results, journals, tracking information and child planning meetings demonstrates that targeted support is helping most children make steady progress. Children's successes are celebrated through journals, displays and shared learning. We are strengthening systems for gathering achievements from home to ensure these inform planning more consistently.		