

Argyll and Bute Learning and Development Framework 0-5 Years







Scottish Ambition

To make Scotland the best place in the world to grow up in by improving outcomes, and reducing inequalities, for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.



The National Improvement Framework sets out a clear vision for Scottish Education:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Argyll and Bute Ambition




- Raise educational attainment and achievement for all
- Use performance information to secure improvement for children and young people
- Ensure children have the best start in life and are ready to succeed
- Equip young people to sustain positive destinations and achieve success in life
- Strengthen partnership working and community engagement
- Strengthen leadership at all levels

Getting it right for every child



How do we work together to achieve the best outcomes for our children?

Self Evaluation

- Inwards
 - Outwards
 - Forwards
- 
- What does our data tell us?
 - What do our teams and our families tell us?
 - What are other local authorities doing?
 - How do we address national and local priorities

Argyll and Bute Early Years Strategy

0-3 Years

Family Engagement Providers
Partner Providers
Childminders
Community Childminders
Parent /Toddler Groups

Quality Improvement
Pre-Birth – 3
Building the Ambition
National Care Standards
ICSP
Learning and Development Self Evaluation
Care and Welfare Self Evaluation
Model for Improvement

Meeting Children's Needs
Argyll & Bute Family Pathway
GIRFEC
Literacy – Bookbug, Bookbug Assertive Outreach
Development – Developmental Milestones 0-3



3-5 Years

Family Engagement Providers
Local Authority Pre5 Units
Partner Providers
Childminders
Community Childminders

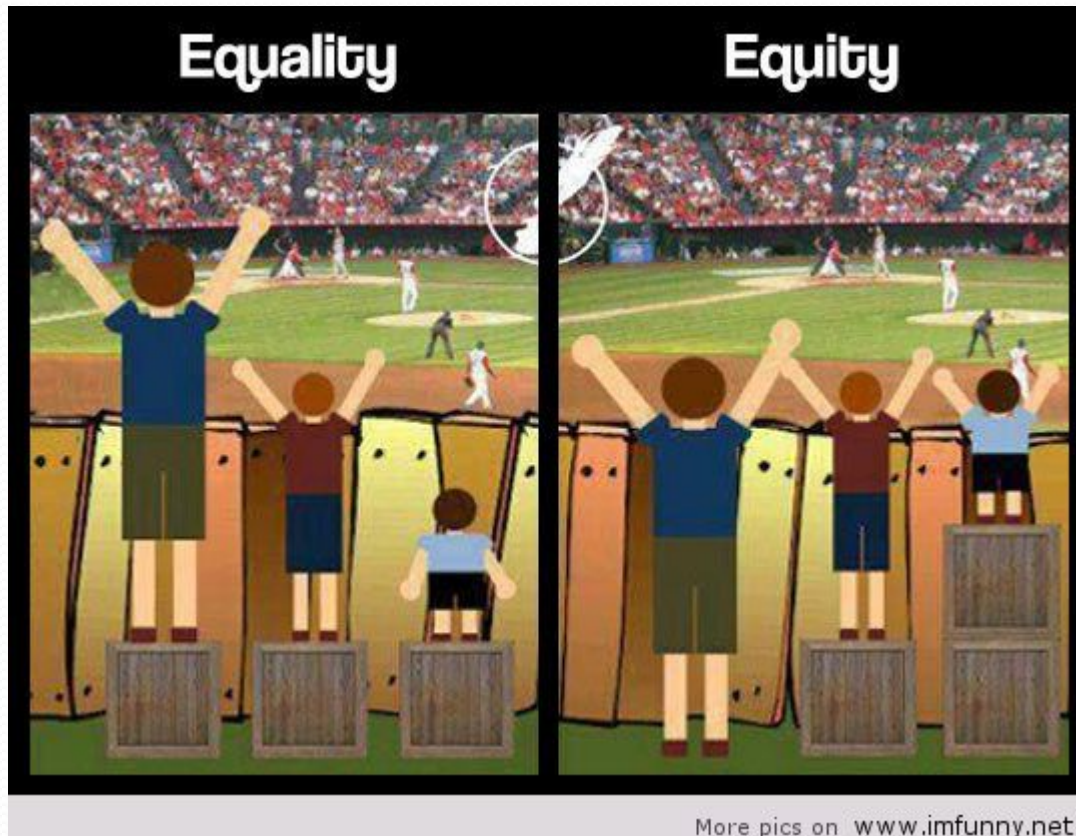
Quality Improvement
HGIOELC
Building the Ambition
National Care Standards
ICSP
Learning and Development Self Evaluation
Care and Welfare Self Evaluation
Model for Improvement

Meeting Children's Needs
Argyll & Bute Family Pathway
GIRFEC
Learning and Development Profile
Literacy Baseline Assessment
Bookbug
PAThS
PoPP



Primary
One

Equality and Equity



Learning and Development Framework 0-5 Years

- Introduction
- Rationale
- Part One – Baby & Toddler
- Part Two – Young Child

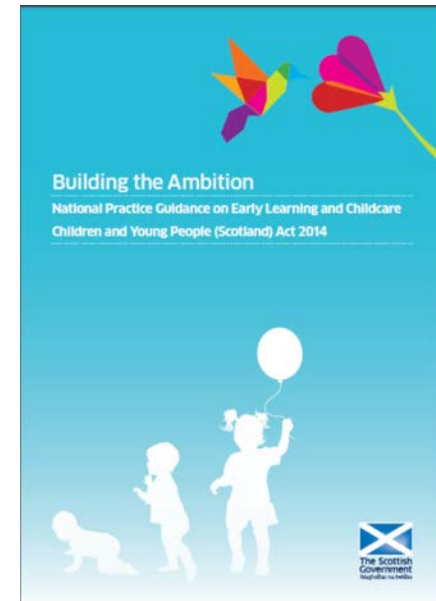


Learning and Development 3-5 Years – *Knowing Each Child as a Learner in Argyll and Bute*



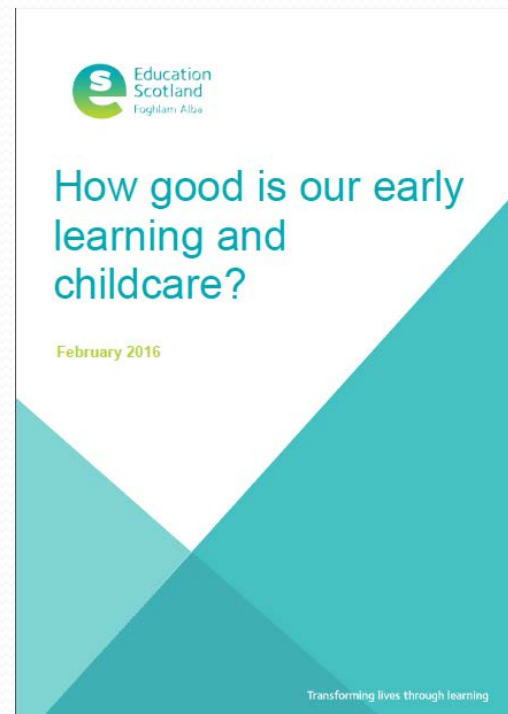
The Image of the Child

- **Be child centred**, acknowledge children's views and actively involve children in meaningful ways in everyday decisions
- Offer a **nurturing and caring** environment
- Provide appropriate **spaces to play and learn** with a range of possibilities for children to develop their present and future potential
- **Be responsive** to children's changeable interests and demands



HGIOELC? -Effective Use of Assessment

- **Assessment is an integral part of the learning and teaching** and is used effectively to plan high quality learning experiences for all children
- **High quality observations** take place naturally during every day activities and interactions
- **We use our knowledge of how children learn** when making observations of children and as a basis for future planning

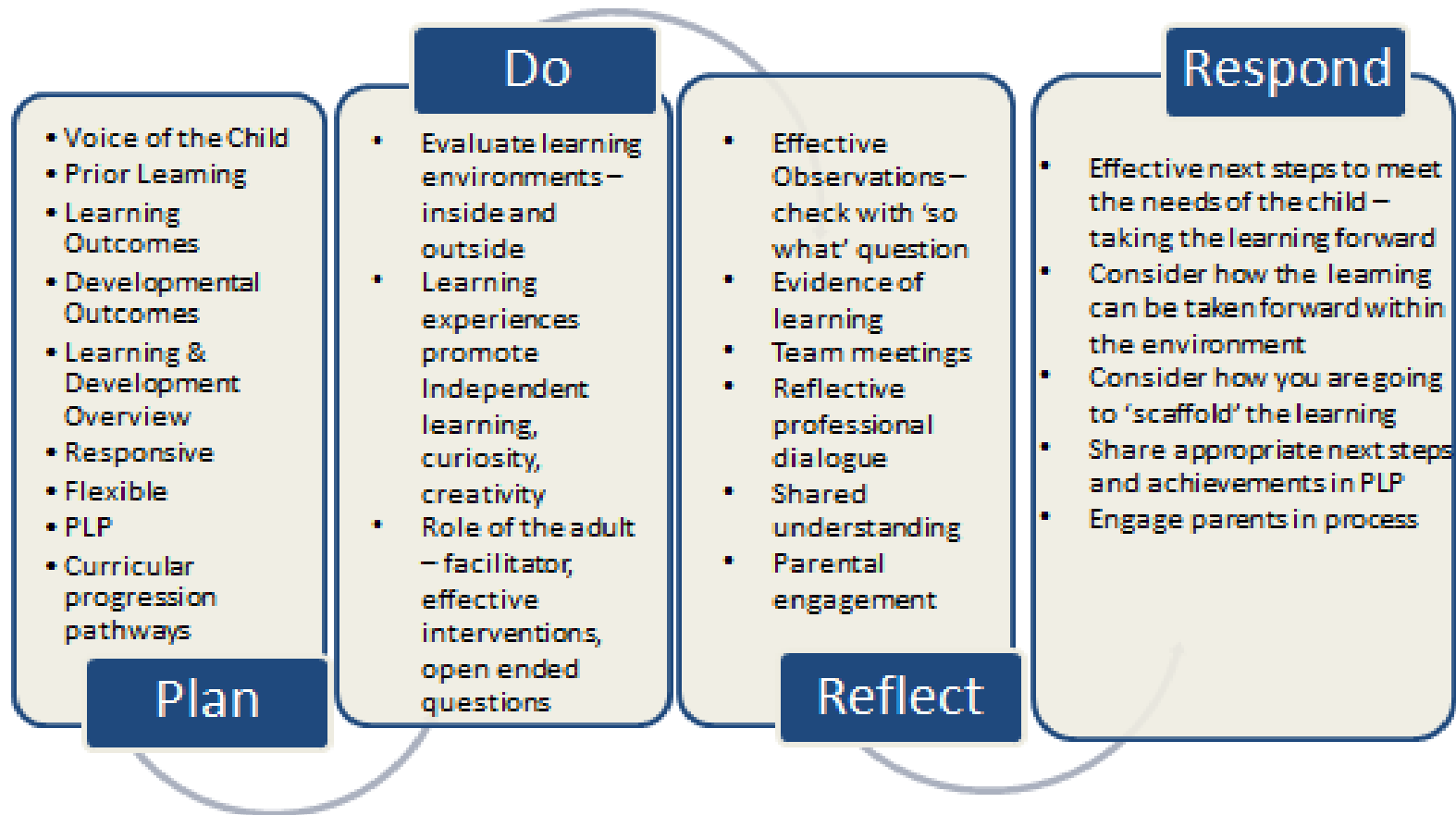


Key Drivers

- Improve understanding of how children **learn and develop** is **critical** for the practitioner to get to grips with.
- Work hard at engaging **parents and carers**
- Provide **experiences, interactions** and **environment** which best suits the child.



Early Level Planning Process



Knowing Each Child as a Learner – putting the guidance into practice







Learning and Development Framework

3-5 Years



What is our capacity for improvement?

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?
<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change </p> <p>1.4 Leadership and management of practitioners</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment </p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion </p> <p>3.2 Securing children's progress </p> <p>3.3 Developing creativity and skills for life and learning</p>

Plan and Do



Opportunities for planned learning and development outcomes are provided through:

- Environment
- Experiences
- Interactions

Developmental Milestones and Wellbeing Indicators



Community Services: Education

Argyll and Bute Developmental Milestones : Stage Two : Achieving (SHANARRI)

Sensory Development

Social, Emotional & Behavioural

I am becoming more self-reliant, confident in my own environment and know where to get what I need. I am more independent with self-help skills, e.g. putting on / taking off outdoor clothing.

Cognitive Development

I understand 'biggest, more, just one.' I can focus on a game or activity until it is completed. I show imagination during small world play, sequencing events and making stories.

Speech & Language

I am becoming more confident in using well-formed sentences, though I may make some mistakes in my choice of words. I understand sequencing words e.g. first, after, last. I am becoming more independent and can use language to find out information by asking questions and to assert myself.

Gross Motor

I can walk on tiptoes along a line, 1 foot in front of the other. I can jump with feet together, land with control from a step. I can throw a small ball with some accuracy and catch with 2 hands. I can move sideways. I can pedal a trike.

Fine Motor

I can handle a variety of tools with reasonable control. I can draw straight and curved lines. I can draw with more details. I can cut along a straight line and begin to cut around a shape. I can fit together pieces to construct models.

Attention Development

Hearing & Vision Development Partnership Working

I am achieving:

1. I am learning new skills at nursery.
2. I am confident that I can do well.
3. I do the best I can.
4. I have hobbies and interests out of nursery that help me learn new skills.
5. The adults in my life encourage me to do my best.
6. If I am struggling with a new skill at home, someone will help me with it.
7. I get the help I need to do well in nursery.



Community Services: Education © 2016



Learning at home:

1. Start a new hobby with your child – decide together.
2. Sing songs and nursery rhymes together.
3. Encourage your child to persevere.
4. Support your child in whatever they are interested in.
5. Have a regular drawing time. Suggest details to be added and praise all effort. Remember to explain what the praise is for.
6. Play with bats and balls in the garden or park.

Spend Time Playing Together!

ELC Literacy and English Progression



Community Services: Education

Early Level Learning and Development: Literacy: Reading

Enjoyment and Choice

I often choose books to look at in nursery or at home.
I can predict what might happen next in a story.
I can indicate at group story time if I've enjoyed a story.
I can show an adult or a peer the back and front of a book, where the words and pictures are, where you begin reading from with a line of text.
I can recite 3 nursery rhymes.
I can show that I know familiar or repetitive parts of a story or rhyme by filling in the missing part when the adult pauses in reading it.
I can say if two objects/picture cards share the same rhyme when an adult shows them to me.
I can find my own name label and also those for one or two other children in nursery.
When we come across a new word in a story I can have a go at working it out from the pictures or text.



Finding and using information

I can show another person the title, page, cover, words and pictures in the book by pointing and correctly naming them.
When an adult pauses in reading a story I can say what I think will happen next.
I can tell someone else what I've learnt and can remember after doing this kind of activity.

Tools for reading

I can recognise some signs and words in and around nursery or the local environment and tell an adult what they mean.
I know what sound my name and other favourite things begin with.
When I'm shown three picture cards beginning with different letters I can choose the right one to go with a sound that an adult gives me.

Understanding, analysing and evaluating

I can say what might happen next in a story.
I can use props or pictures to help in retelling the main parts of a story
I can take on the role of a character in a story.
I can say what I think about different texts in small group discussions.
I can ask different questions about a book that I've shared with an adult.
At story times I can ask questions about a story we've listened to.
When I have listened to a story I can comment about how it fits with my own experience (e.g. getting lost, first experience of something).

Learning At Home

1. Find a quiet time to read together every day
2. Make books of your favourite rhymes
3. Make up silly tongue twisters
4. Make up stories and act them out
5. Look for familiar letters and words when you are out and about

Read Together!

ELC Numeracy and Maths Progression



Community Services: Education

Early Level Learning and Development: Numeracy: Measure, Shape, Information Handling

Data and analysis Patterns and Relationships

I can recognise patterns in my world.
I can copy patterns.
I can complete patterns.
I can create my own pattern.
I can record information in a variety of ways.
I can explain and justify the ways in which I have sorted.
I can use the signs and charts around me for information.

Properties of 2D shapes and 3D objects Angles, symmetry and transformation

I can sort 2D objects by sight and touch.
I can sort 3D objects by sight and touch.
I can recognise and name a variety of 2D objects.
I can recognise and name a variety of 3D objects.
I can create a symmetrical picture by folding.
I can understand and use the term "the same" while making symmetrical pictures.
I can use the term "symmetrical" while making symmetrical pictures.
I can use positional words to describe where things/people are.
I can respond to and use vocabulary to describe a movement or journey e.g. up/down/across.

Money, Time, Measurement

I can recognise and name different coins.
I can use appropriate coins to buy something.
I can order and talk about my day and events in my life.
I can use the words yesterday, today and tomorrow when discussing time.
I can name the days of the week and I know their order.
I know that there are 4 seasons and can name them.
I can put objects in order according to length.
I can put objects in order according to weight.
I can use a variety of objects to measure length.
I can use a variety of objects to measure weight.
I can use the language of measure to describe what I have found out.



Learning At Home

1. Provide opportunities for your child to pay for items when shopping
2. Make a chart showing the days of the week
3. Spot different shapes around the home and on the way to nursery
4. Encourage your child to measure at home using a ruler, scales, measuring tape
5. Bake a cake!

Measure Together!

Effective Observations and Interactions



Does it tell me something about this child/ children that I didn't know before?

Will my presence enhance something, or tell me something I need to know?

Will my presence divert a child away from some exploration or play that they might pursue independently?

If I intervene, will the outcome reflect my outcome more than the child's?

The Cycle of Observation, Assessment and Planning – Chris Miles

Reflect

Learning and Development Meetings



- Learning / Development Outcome/s Discussed
- Outstanding Aspects Identified
- Next Steps for Individual Children

Date

26 Jan 2017

Key Worker

Jane and Rob

General Comments / Issues

Library area changed to add pirate stories and books about the sea
RT - Gran now picking up as mum has returned to work

Learning/Development Outcome(s) Discussed:

Literacy - Talk about stories selected from library
Numeracy - Continue a pattern
DM - Following instructions

Outstanding Aspects Identified:

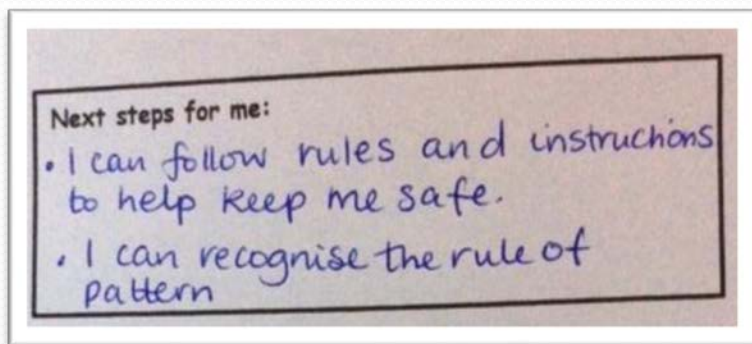
CM & KT need encouragement to follow instructions to help keep me safe
KT - reluctant to talk about stories he has listened to
CM & JS - further experience needed to understand pattern

Next Steps for Individual Children:

CM & KT - I can follow rules and instructions to keep me safe
KT - I can say what I think about the stories I choose
CM & JS - I can recognise the rule of pattern

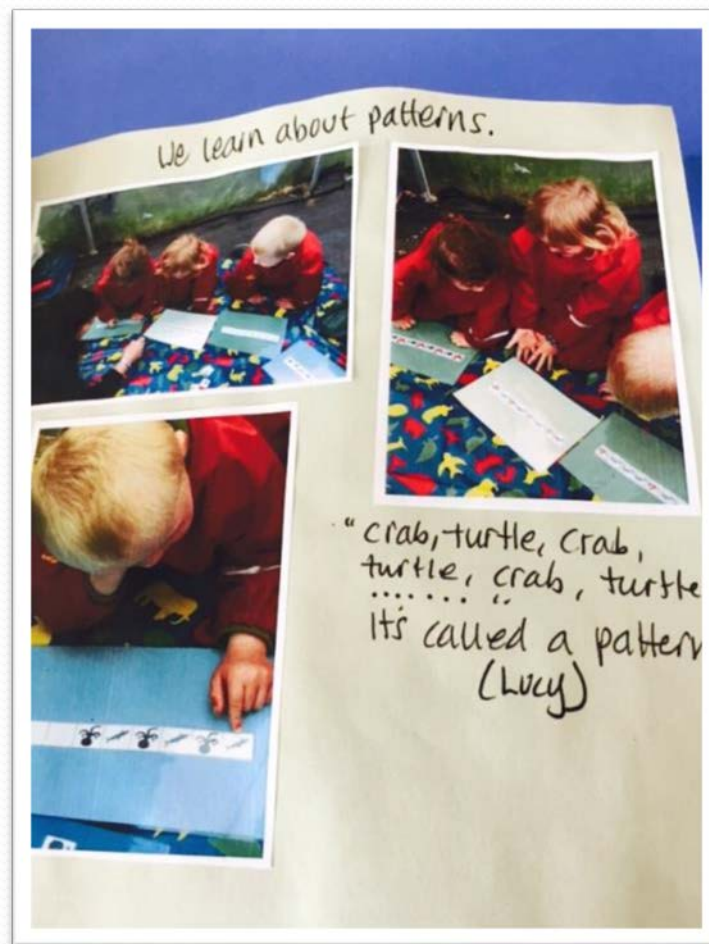
Reflect and Respond

Meeting Individual Learning and Development Needs



Appropriate next steps are shared in PLPs and opportunities for learning and development are provided through:

- Environment
- Experiences
- Interactions



Linking the Learning with Home



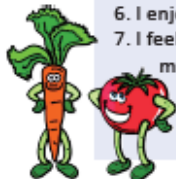
Community Services: Education

Argyll and Bute Developmental Milestones : Stage One : Healthy (sHANARRI)

Sensory Development	<u>Social, Emotional & Behavioural</u>	<u>Cognitive Development</u>	<u>Speech & Language</u>	<u>Gross Motor</u>	<u>Fine Motor</u>	Attention Development	Hearing & Vision Development Partnership Working
	I enjoy life in the company of others. I am learning about what I need to keep me healthy - food, tooth brushing etc. I am learning to play and share with others.	I am beginning to express how I feel but may still become frustrated if not understood.	I am beginning to use sentences to communicate my healthy choices e.g. 'Can I have grapes, please?' or 'I want to go outside'.	I can run safely, avoiding obstacles. I can balance on one foot for a short time. I can hop with one hand held.	I can drink from a cup. I am learning to use a knife for cutting and spreading. I am learning to choose and prepare my own snack choices. I can brush my teeth.		

I am healthy:

1. I have healthy food to eat most of the time.
2. I exercise a lot.
3. I get a chance to spend time outside.
4. The people who look after me make sure I get help when I feel ill.
5. The people who look after me make sure I eat and exercise to keep me healthy.
6. I enjoy life.
7. I feel able to deal with difficult things that might happen in my life.



Community Services: Education © 2016



Learning at home:

1. Explore different fruit and vegetables when shopping together.
2. Invite little friends over to play.
3. Make some healthy snacks together.
4. Visit a play park and help your child to experience all the different equipment.
5. Fill the bath with bottles and bubbles and make washing fun!
6. Let your child 'skiddle' at the sink.

Enjoy Exploring Together!

Tracking Progress

CHILD'S NAME	DATE
PRACTITIONER	ELC SETTING



CHILD'S PLAN?

Developmental Milestone	Stage One Tick if Achieved	Stage Two Tick if Achieved	Comment/Area for Development
Social / Emotional / Behavioural			
Speech and Language / Attention			
Sensory / Cognitive			
Fine Motor Skills			
Gross Motor Skills			

Other Agencies involved – please list details:

ELC Literacy - Listening and Talking Progress Tracker – Name:

June

Dec/Jan

June

Curriculum Organisers	Experiences and Outcomes	Skill	Date & Progress	Date & Progress	Date & Progress
<p>Enjoyment and choice – within a motivating and challenging environment developing an awareness of the relevance of texts in my life</p>	<p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p>	I often choose stories/ texts to look at within the nursery environment (book corner, interest table, home corner)			
		I can explain why I like or dislike a text.			
		I can talk about real and imaginary experiences.			
		I can offer a relevant comment about a text.			
	<p>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a</p>	I can ask appropriate questions about a text.			
		In play and games I can hear initial sounds and say other words beginning with the same sound.			
		I can clap or tap the correct number of syllables in my own name			
	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c</p>	I can use alliteration and make up silly phrases (smelly socks, big bananas).			
		I can sit and listen to stage appropriate stories and other texts			
		I can name main characters in a story.			
		I can talk about what happens in a story/ text and retell it using props.			
	<p>Understanding, analysing, evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	I can distinguish between a story book, poetry/rhyme book and information book.		
When listening to a text I can link what I am hearing to what I already know.					
I can make simple predictions about texts					
<p>Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning</p>	<p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a</p>	I can share some of my experiences or feelings.			
		I can take turns in conversations appropriately and confidently.			
		I can listen and make relevant contributions in conversations.			

ELC Numeracy & Mathematics – Shape, Pattern and Information Handling Progress Tracker – Name:

Curriculum Organisers	Experiences and outcomes	Skills	June Date & Progress	Dec/Jan Date & Progress	June Date & Progress
Properties of 2D shapes and 3D objects	I enjoy investigating objects and shapes and can sort, describe and be creative with them <u>MTH 0-16a</u>	I can sort 2D objects			
		I can sort 3D objects			
		I can recognise and name a variety of 2D objects			
		I can recognise and name a variety of 3D objects			
Angles, symmetry and transformation (Positional language)	In movement, games and using technology I can use simple directions and describe positions. <u>MTH 0-17a</u>	I can use positional words to describe where things/people are			
		I can respond to and use vocabulary to describe a movement or journey e.g. up/down/across.			
	I have had fun creating a range of symmetrical pictures and patterns using a range of media <u>MTH 0-19a</u>	I can create a symmetrical picture by folding			
		I can understand and use the term "the same" while making symmetrical pictures			
Patterns and Relationships	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. <u>MTH 0-13a</u>	I can recognise patterns in my world			
		I can copy patterns involving objects, shapes and numbers			
		I can complete patterns involving objects, shapes and numbers			
		I can create my own pattern involving objects, shapes and numbers			
Data and analysis	<u>MNU 0-20a</u> I can collect objects and ask questions to gather information, organizing and displaying my findings in different ways <u>MNU 0-20b</u> I can match objects and sort using my own and others' criteria, sharing my ideas with others. <u>MNU 0-20c</u> I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.	I can record info in a variety of ways			
		I can explain and justify the ways in which I have sorted			
		I can use the signs and charts around me for information			

Self Evaluation for Self Improvement

YOUNG CHILD (3-5 years) APPENDIX CONTENTS



1. SEEMIS GUIDANCE: LA PROVIDERS

2. SEEMIS GUIDANCE: PARTNER PROVIDERS

3. PARENT INFORMATION BOOKLET

4. EARLY YEARS LITERACY RICH ENVIRONMENT TOOL OUTDOORS



5. EARLY YEARS MATHS AND NUMERACY RICH ENVIRONMENT TOOL OUTDOORS



6. LEARNING AND DEVELOPMENT SELF EVALUATION VISIT



7. SHARED PLACEMENT OVERVIEW

8. SHARED PLACEMENT PROGRESSION

★ How Good is
Our ELC?

★ Building the
Ambition

Take Heed...

"Say what? You want to test me?"

Now let's keep things simple. To assess my development, this is all you have to do:

- Observe me in action - by myself, with friends and with adults.
- Connect with me both emotionally and physically.
- Listen to me and have meaningful conversations with me.

This will tell you how well I am doing!

If I am not reaching my developmental norms, then you can carefully support me based on my personal interests and thoughts - with a few cheeky provocations thrown in!

Comprehend?"

Laura Henry Consultancy ©



How are you going to use this information to ensure you are meeting the learning and development needs of your children?

