



Education and Learning Directorate
School/ELC Annual School Improvement Planning
2024 - 2025

Calside School Nursery

Date: March 2024

SCHOOL IMPROVEMENT PLAN 2024-2025 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Achievement Across the Curriculum</p> <p>United Nations of the Child: 28: “every child has the right to education”</p> <p>29: “education should help them fully develop their personalities, talents and abilities”</p> <p>31: “all children have the right to play and to take part in cultural and creative activities”</p>	<p>Children are supported to achieve their potential across all aspects of the Curriculum.</p> <p>All learners shall experience a wide range of learning skills tailored to meet their individual needs.</p> <p>Staff team to work with Early Level / School to ensure continuity and progression.</p>	<p>Continue to review and audit provision in literacy and numeracy across the curriculum; Source training to develop literacy, numeracy, digital awareness for practitioners; Implement interventions for children: TLQ/Pre TLQ ; Share Elklan training approaches to support children; Collegiate working with our partners to share knowledge, learning and good practice; Develop home link learning opportunities - create a plan for the year in liaison with P1 staff; Implement Digital Learning fully within the nursery environment, enhancing our resources; Work with school Digital Leader to build staff understanding and confidence; Link with school to develop Meta-Skills resources and progression framework; Staff team to work closely to develop a deeper understanding of the UNCRC Rights of Child and Global Goals – ensuring these are embedded within our planning.</p>
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
<p>Improvement in attainment particularly in literacy and numeracy</p> <p>Closing the attainment gap between most and least disadvantaged children and young people</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in young people’s health and wellbeing</p>	<p>Curriculum and Assessment</p> <p>ELC Improvement</p> <p>Parent/Carer Involvement and Engagement</p> <p>Practitioner Professionalism</p>	<p>1.1 Self Evaluation Self Improvement 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Securing Children’s Progress 3.3 Developing creativity and skills for Life and Learning – (digital skills)</p>

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Manager and Practitioners shall work together to evaluate and plan for the development of the curriculum.	Weekly staff meetings Ongoing evaluation Collegiate clusters / sharing practices Parental Workshops	n/a	April 2025
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Provide continued opportunities for parents to be involved in their children’s learning: workshops/ home link learning Encourage children to have input into their own learning		Learning environment to be developed to enhance learning skills and overcome barriers to learning Children’s needs to be met through a range of interventions	

School Priority /Improvement Area		Outcomes for Learners/School Community	Key Tasks	
Parental Engagement UNCRC: 3: “when adults make decisions they should think how that will affect the child” 18: “parents should always consider what is best for their child”		Parents will be supported to be involved in their children’s learning through a variety of different opportunities. Parents will be encouraged to be involved within nursery life. Practitioners to be aware of the diverse nature of parents and families within the setting and when creating opportunities for engagement make every effort to ensure that all are included in whatever way parents feel comfortable.	Devise a programme for parental engagement for the year in alignment with P1; review and refine across the year; Build on the opportunities that we already have in place for parents to come in to the setting; Continued evaluation of parental involvement within the setting; Develop SWAYS to share learning with parents, providing links to outside agencies and other resources.	
NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in child and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Placing the human rights and needs of every child and young person at the centre of education.		Parent / Carer Involvement and Engagement ELC Professionalism	2.1 Safeguarding and Child Protection – Arrangements for wellbeing 2.5 Family Learning 2.6 Transitions – Quality of Support for Children and their families 2.7 Partnerships 3.1 Ensuring wellbeing, quality and inclusion 3.2 Raising attainment and achievement	
Responsible/Lead Person	Time Allocations	Funding – including PEF		Expected Completion Date
Manager and staff team to work together to develop parental engagement at all opportunities.	Regular parental engagement throughout the year	N/A		April 2025
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
Continue to develop a programme of parental engagement throughout the year (workshops / family learning / home learning links etc); Create SWAYS and other routes to share support materials with parents.		Work in partnership with parents to ensure inclusive practices and meet the needs of individual learners. Provide whole family support from multiple services where needed. Develop interventions to support children where needed.		