

Education and Learning Directorate

ELC Annual School Improvement Planning

2025-2026

School: Calside Nursery

Date: April 2025

SCHOOL IMPROVEMENT PLAN 2025 – 2026 *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area for Learners	Excellence in learning and teaching United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..” 31-“ ..all children have the right to play and to take part in cultural and creative activities..”	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>HMiE inspection and ensuing actions; Classroom observations and monitoring calendar; Attainment tracking and analysis; Framework for Inclusion audit and checklist; Building Capacity papers and self-evaluation.</p>	<p>Children are supported to achieve their potential across all aspects of the curriculum.</p> <p>All learners to be supported and/or challenged appropriately to ensure they progress at the correct pace with their learning.</p> <p>Learners will develop skills for learning, life and work, allowing them to develop their own talents and flourish as individuals.</p> <p>Parents and families will be supported in order that they feel able to be involved in their child’s achievement across the curriculum.</p>	<p><u>Excellence in Learning and Teaching across the curriculum at all stages</u> Nursery team to review our provision for the coming session in June; opportunities for the United Nations Rights of the Child and the Global Goals will be identified and included; implement the updated within planning. Staff to revisit the key expectations for excellence in learning and teaching (August); stage teams to evaluate what this looks like at each level; Learning trios to observe practice across the stage team using the key expectations (September); Whole-staff discussion and feedback as to the key expectations; refine the Learning and Teaching policy as required (October); Staff and Parent Council to review the Learning and Teaching policy (November); SMT/NM classroom observations Term 3 using the using the key expectations, with key action points for staff as needed (January-March 2026). NM/Key workers to meet with parents re review of personal care plan and create learning targets for personal learning plans from August. This will be required during January and April intakes.</p> <p><u>UNCRC and SHANARRI</u> Whole team to review the progression of implementing UNCRC rights of the child and SHANARRI indicators in June, aligning with the learner journeys (PLP) for the coming session; opportunities for the development of both to be identified; implement from August; NM/Key Workers to develop termly newsletters to incorporate advice for parents (beginning of each term); Dojo will also be full parental communication.</p> <p>Nursery team to review learning targets for sharing of learner information (November) and annual reports N5 (March) to highlight learner progress. Staff to utilise UNCRC and SHANARRI, identifying next steps clearly for learners and parents using the terminology.</p>

	<p>Children are supported to achieve their potential across all aspects of the curriculum.</p> <p>All learners to be supported and/or challenged appropriately to ensure they progress at the correct pace with their learning.</p> <p>Learners will develop skills for learning, life and work, allowing them to develop their own talents and flourish as individuals.</p> <p>Parents and families will be supported in order that they feel able to be involved in their child's achievement across the curriculum.</p> <p>Moderation activities will build consistent excellence in learning and teaching across classes, supporting new members of staff to implement our approaches.</p>	<p><u>Play Pedagogy and Active Learning</u></p> <p>Early level team including nursery to revisit the draft policy for Play Pedagogy, linking this to our key expectations for excellence in learning and teaching (September);</p> <p>Policy for Play Pedagogy to be refined (September); shared with Pupil and Parent Council for review (September); finalised policy to be shared with school community (October) (Leads: Miss MacRae and Miss Tinman);</p> <p>NM/key Workers to create guidance for parents on how to support learning at home through play pedagogy (October). Liaise with Family Link/ inclusion to further support.</p> <p>Whole staff team in nursery to review planning structure with a focus on observations and how these are carried out.</p> <p>Staff team to review and adapt four stages of progression tracking to be more visible. NM to lead the team in understanding the breakdown of the level and what this looks like as a pedagogy.</p> <p>Whole Staff team to be involved in ensuring the set-up of the room offers a breadth and depth of CFE; ensuring this falls in line with 'building your curriculum' from August. Review of planning will be monitored by Early Years Team and NM.</p> <p>Support any new members of staff to understand our play and active learning pedagogy, ensuring consistent implementation of the approaches to ensure high quality experiences for all learners (as needed).</p> <p><u>Tracking of Progress and Achievement using SEEMIS</u></p> <p>Moderation of levels within SEEMIS Progress & Achievement three times a year to ensure consistency and accuracy within stages, and across the school (Lead: Mrs Gamble and Louise Tinman; October, January and May);</p> <p>SMT/NM to support new staff to use SEEMIS Progress and Achievement, using a mentoring approach to ensure consistency and accuracy (October, January and May);</p> <p>Staff to analyse attainment over time as part of the attainment monitoring cycle: highlighting where the pace of learning needs to be amended or an intervention is required.</p>
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NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> Improvement in attainment. Closing the attainment gap. Improvement in young people's health and wellbeing. 	<ul style="list-style-type: none"> Assessment of Children's Progress School/ ELC Improvement 	2.2 Curriculum: Rationale and Design; Learning and development Pathways; pedagogy and Play Skills for learning, life and learning 2.3 Learning and Engagement, Quality of interactions, effective use of assessment, Planning Tracking and monitoring 2.4 Universal Support, Role of practitioners and leaders, Identification of learning needs and targeted support, Removal of barriers to learning 3.2 Progress in communication, early language, mathematics, health and wellbeing, children's progress over time, Overall quality of children's achievement, Ensuring equity for all children 3.3 Developing Creativity, developing skills for life and learning, Developing digital skills	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
See above Key Tasks for leaders of each workstream. Staff will work in stages and as whole team as per task.	See above Key Tasks: Collegial time throughout the session; SMT planning and evaluation time; Parental workshops and learning sessions. Stay and play sessions		As above
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Continue to develop parental workshops/ stay and play sessions, home and family learning links, personal care plan meetings to enable parents and families to be able to support learners to achieve across the curriculum. Learners to continue to have input into their own learning: what they want to find out, what they need to do next and how they wish to show their learning (children's voice); Digital Leaders to continue to support nursery in developing ways to support parents and children in our approaches and areas of the curriculum. Create a more digitally visible curriculum.		Continue to develop learning environments and approaches to allow all learners to achieve their potential; Refine learning environments and approaches to overcome any barriers to learning; Review, refine and implement updated learning pathways and progression frameworks to ensure consistency, and to maintain a range of interventions to meet different learner needs.	

School Priority /Improvement Area for Learners	Learner and Parental Participation United Nations Rights of the Child: 2- “..all children have these rights..” 12- “..the right to give their opinions freely on issues that affect them..” 23- “..all children participating actively in the community..” 18- “..parents should always consider what is best for their child. Governments should help them..”	
Evidence to support decision to prioritise this area (include baseline measures)	Outcomes for Learners/School Community	Key Tasks
<p>HMIE inspection and ensuing actions; Parental feedback: HMIE questionnaires; feedback at parental engagement events; Pupil feedback: HMIE questionnaires; learning talks; class discussions; Classroom observations and monitoring calendar; Framework for Inclusion audit and checklist; Building Capacity papers and self-evaluation.</p>	<p>All our learners will be supported to achieve their potential across the curriculum. They will feel included and involved in their own learning journeys. They will become confident individuals with a strong sense of their role as citizens in school and the wider community.</p> <p>Parents will be supported to be fully involved in their child’s learning journey, and the life of the school. We will continue to work together to overcome any barriers to learning.</p> <p>Parents will be supported to be fully involved in their child’s learning journey, and the life of the school. We will continue to work together to overcome any barriers to learning.</p>	<p>Child Participation Complete our action plan for the Gold Rights-Respecting Schools Award, and undertake accreditation and for nursery to be involved (Leads: Mrs Kearney, Mr Templeton and the pupil Rights Group; June 2025); opportunities for the United Nations Rights of the Child will be identified and included; implement the updated cycle from August; Nursery will build an ethos of “happy hands are kind hands” from August 2025.</p> <p>Parental Involvement and Engagement Survey parents as to which engagement events work well and which need to be adapted (Leads: Miss MacRae and Miss Tinman; June 2025); update the Parental Involvement and Engagement Strategy accordingly; Dojo can be utilized for this survey to support digital literacy; Parental engagement focused on opportunities for engagement to ensure that the child’s voice is heard in all learning experience and opportunities (Pupil Voice groups with their Staff Leads; from August); Children to aid in creating blogs/videos/FAQs with tips for parents how to support at home with UNCRC, SHANARRI, wider achievements, play pedagogy and curricular areas (Leads: Mr McIlorum and Miss Tinman; ongoing through year); NM to help facilitate a nursery parent council to ensure that ELC has a voice and part of the wider network of the school body. NM and staff team to review ClassDojo to ensure consistency (September); refine as needed; Parental audit as to what information would be useful within ClassDojo (Lead: Mr McIlorum; September); Stage teams to review content of ClassDojo and profiles across all stages for consistency and progression (January); review and refine as needed.</p> <p>Framework for Inclusion New staff to undertake training on Stages of Intervention (Lead: PT (Support for Learning); August-September); Development of parental sessions with our wider partners in learning such as SALT, Autism Outreach and Occupational Therapy; aligning with our Parental Involvement and Engagement Strategy.</p>

NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> Placing the human rights and needs of every young person at the center of education. Improvement in children and young people's health and wellbeing. 	<ul style="list-style-type: none"> Teacher Professionalism Parental Engagement 	1.2 Leadership of learning: Children leading learning 2.1 Safeguarding and child protection: Arrangements for ensuring wellbeing 2.4 Personalised support: Universal support; roles of practitioners and leaders; Removal of barriers to learning 2.5 Family Learning: Engaging families in learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
See above Key Tasks.	See above Key Tasks.	Nursery team to identify possible PEF children and families when transitioning	May 2025
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Continue to develop parental workshops, sessions, home and family learning to enable parents and families to be able to support learners to achieve across the curriculum. Learners to continue to have input into their own learning journeys: what they want to learn and how young children can be supported at home Whole team to further develop learning and pedagogy using HGIOELCC, linking to the Learning and Teaching policy and to the meta-skills; Children to continue to be supported to use digital literacy within the curriculum as a daily practice and part of the routine.		Continue to develop learning environments and approaches to allow all learners to achieve their potential; Refine learning environments and teaching approaches to overcome any barriers to learning; Continue to maintain a range of interventions to meet different learner needs;	