

Hazeldene Family Centre Improvement Plan



2020/2021

Learn and grow together to achieve the best outcomes.

Hazeldene Family Centre Vision, Values and Aims



The Vision, Values and Aims were identified in August 2016 through consultation with children, parents and staff. These were reviewed and agreed in May 2018. The Values were reviewed through consultation with parents and staff in 2020.

Vision:

Hazeldene Family Centre is a nurturing and inclusive family environment, where children, parents and staff *learn and grow together to achieve the best outcomes.*

Values:

- Nurture
- Respect
- Wellbeing
- Relationships
- Achievement

Aims:

In our family centre we aim to offer the highest quality service.

1. We aim to build close working relationships between children, parents, staff and the local community.
2. We aim to enable all involved in the life and work of the family centre to feel valued, respected and included.
3. We aim to nurture each child's wellbeing and sense of belonging.
4. We aim to create a safe, healthy but challenging learning environment which encourages curiosity and creativity.
5. We aim to provide carefully balanced learning, child-initiated active play and discovery.
6. We aim to provide rich, relevant experiences which help children to develop holistically as confident, independent learners.

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Hazeldene Family Centre Improvement Priorities for 2012 - 2022

2019-20	2020-21	2021-22
Leadership and Management – How good is our leadership and approach to improvement?		
<ul style="list-style-type: none"> Professional Learning and Enhanced Practice: BA in Childhood Practice degree/Early Years Pedagogue Masters/ PDA Level 8 Develop and deliver a programme of Professional Learning in Sciences Professional learning to raise attainment in Numeracy and Maths School Improvement Partnership to raise attainment in literacy/numeracy Increasing children's capacity to lead their own learning. 	<ul style="list-style-type: none"> Support the expanded workforce through engagement with national Induction materials, Professional Learning and staff mentors Professional Learning and Enhanced Practice: Med. Educational Leadership; PGC in Childhood Practice degree/Early Years Pedagogue Masters/ PDA Level 8 Visits to Primary 1 and other Early Learning and Childcare settings to observe and share practice across the Early Level (COVID-19 dependent) Increasing children's capacity to lead their own learning. 	<ul style="list-style-type: none"> Continue to develop and promote leadership at all levels Professional enquiry, including Lesson Study and School Improvement Partnerships to help to close the attainment gap between the most and least advantaged learners. All staff will continue to engage in Career Long Professional Learning and professional dialogue to support continuous improvement.
Learning Provision – How good is the quality of care and education we offer?		
<ul style="list-style-type: none"> Further develop Family Learning experiences Family Friendly Gold award Accreditation of Promoting and Nurturing Early Communication and Language 	<ul style="list-style-type: none"> Nurture/Health and Wellbeing Partnership working to support continuity of care and learning across split placements. Extend the range of Family/home learning experiences. Family Friendly Gold award Accreditation of Promoting and Nurturing Early Communication and Language 	<ul style="list-style-type: none"> Continue to build partnerships with childminders and partner nurseries to support children's continuity of care and learning across split placements. Continue to review children's experiences to ensure high quality learning across the extended day. Further develop Family Learning experiences
Successes and Achievements – How good are we at improving outcomes for all of our learners?		
<ul style="list-style-type: none"> Review children's experiences to ensure high quality learning across the extended day including quality mealtimes Implement new flexible working pattern Implement Pastoral Care Communication diaries to support continuity of care and learning Introduce new learning journals to increase children's involvement in next steps Implement East Renfrewshire Council's Early Years Tracking Database 	<ul style="list-style-type: none"> Implement the Recovery Plan, with a focus on health and wellbeing and nurturing approaches Implement national Early Years Expansion programme in partnership with Crookfur FC Continue to review children's experiences to ensure high quality learning across the extended day including quality mealtimes and increased opportunities for outdoor learning Review procedures for planning and assessment of learning 	<ul style="list-style-type: none"> Further develop approaches to creativity and employability skills

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Leadership and Management Priority: <i>To build a professional and sustainable team committed to improving outcomes for children through enabling them to lead their own learning.</i>	
NIF Priority Improvement in attainment	QIs 1.2 ; 1.4
NIF Drivers School leadership Teacher Professionalism	LIP – Expected Impact and Outcomes <ul style="list-style-type: none"> • A skilled and confident workforce • A culture of professional enquiry • An ethos of high expectations and achievement

Impact and Outcomes	Action	Personnel	Timescale	Resources Cost:	Monitoring and Evaluation
<p>All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families.</p> <p>Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning. They support, motivate and inspire others.</p> <p>Leadership at all levels is developed through a strong collegiate learning culture.</p> <p>Children confidently lead their own learning.</p>	<ul style="list-style-type: none"> • Support expanded workforce. Assign mentors for new staff. Agree and implement procedures for teamwork across Crookfur/Hazeldene playroom staff 	D. Riddell C. Tennant SLT	Term 1	National Induction resource Staff handbook Realising the Ambition Adventures with Alice	Feedback from staff Staff CLPL records and evaluation forms Ongoing self-evaluation and peer mentoring
	<ul style="list-style-type: none"> • Visits to/from Primary 1 and other ELC settings to observe and share practice across the Early Level (dependent on ability to visit due to Covid-19) 	Playroom staff P1 teachers	Terms 3-4	Cover provided by Senior Leadership Team for staff visits.	Learning conversations HGIOELC documentation
	<ul style="list-style-type: none"> • Continued study towards Med. Educational Leadership; PGC Childhood Practice; Early Years Pedagogue Masters; PDA level 8; Froebel Certificate 	K. Bolton S. Barbour C. Tennant D. Riddell C. Hatcher	Terms 1-4	Time on in service days to share Professional Enquiry	Parental questionnaires Professional Enquiry notes and evaluations
	<ul style="list-style-type: none"> • Staff have opportunities to lead CLPL sessions and share practitioner enquiry. • All staff to take on an area of leadership through working groups, including online collaboration through Teams 	Senior Leadership Playroom staff	Terms 2-4	Time for Working Groups Microsoft Teams	Working groups minutes/notes on Teams Children’s Learning Journey Folders
	<ul style="list-style-type: none"> • All children to be involved in collating evidence of their learning in their journals and reviewing the learning to agree next steps 	Key workers	Ongoing	Learner Participation in Educational Settings support materials/ UN Convention on the Rights of the Child Benchmarks for curricular areas.	Tracking database Developmental Milestones Baseline Assessment data.

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NIF Drivers School leadership Teacher Professionalism	LIP – Expected Impact and Outcomes <ul style="list-style-type: none"> • A skilled and confident workforce • A culture of professional enquiry • An ethos of high expectations and achievement
Audit and Evaluation:	
Suggested Next Steps:	

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Learning Provision Priority: <i>To further develop the positive impact of working with families to improve learning and achievement.</i>					
NIF Priority Improvement in children's health and wellbeing		QIs 2.2; 2.5; 2.7			
NIF Drivers Parental engagement School improvement		LIP – Expected Impact and Outcomes: <ul style="list-style-type: none"> A positive culture in health and wellbeing in every school and service A curriculum which enables all children to be successful, confident, responsible and effective in school, their work and community Higher levels of parental engagement in their children's learning and in the life of the centre 			
Impact and Outcomes	Action	Personnel	Timescale	Resources Cost £950	Monitoring and Evaluation
<p>Children benefit from an environment that enhances and promotes opportunities for speech language and communication for all learners. Adults are responsive to individual children's needs and encourage participation from all learners, with an emphasis on talk and shared thinking,</p> <p>Parents understand the significant impact of the home learning environment at all stages of their children's education. They recognise and make the most of everyday learning opportunities to further stimulate children's learning experiences.</p> <p>Our positive approach and strong relationships with families are reflected in the Family Friendly Gold Award.</p>	<ul style="list-style-type: none"> All staff to implement the Recovery Plan with a focus on Nurture/Health and Wellbeing All staff to engage with partnership working to support continuity of care and learning across split/temporary placements. Continue to build on existing good practice and gather evidence in order to achieve accreditation for Promoting and Nurturing Early Communication and Language. Continue to collate evidence; review procedures in light of COVID-19 and complete outstanding actions in Family Friendly Gold action plan to achieve accreditation. Extend the range of Family/ home learning experiences. 	<p>SLT Playroom staff Crookfur staff</p> <p>K. Bolton J. McGinney S. Barbour Playroom staff</p> <p>E. Brown C. Tennant D. Riddell E. Anderson E. Landsburgh V. Lamb Parent group</p> <p>K. Bolton S. Barbour E. Anderson J. McKeown A. Melvin</p>	<p>Terms 1-2</p> <p>Terms 1 - 2</p> <p>Terms 1 - 4</p> <p>Terms 1-4</p>	<p>Recovery Plan</p> <p>Nurture Principles</p> <p>Health and Wellbeing benchmarks</p> <p>PANECAL guidelines</p> <p>Time for Working Groups</p> <p>Family Friendly documentation ERC Parental Engagement Strategy Family First Worker Neighbourhood Group Health Improvement partnership (Oral Health and Breastfeeding Friendly)</p> <p>Website – Home Learning Twitter Microsoft Teams Staff access to ICT Purchase 2 additional laptops £950</p>	<p>Playroom observations</p> <p>Team meetings/minutes</p> <p>PANECAL Action Plan</p> <p>Children's Learning journals</p> <p>Learning Conversations</p> <p>Evaluation of CLPL</p> <p>Newsletters Big books Parent prompts Parent group minutes</p> <p>Parental questionnaires</p> <p>Review care plans with parents every 6 months</p> <p>Tea and Talk/online consultation with parents</p>

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Learning Provision Priority:	
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NIF Driver Parental engagement School improvement	LIP – Expected Impact and Outcomes: <ul style="list-style-type: none"> • A positive culture in health and wellbeing in every school and service • A curriculum which enables all children to be successful, confident, responsible and effective in school, their work and community • Higher levels of parental engagement in their children's learning and in the life of the centre
Audit and Evaluation:	
Suggested Next Steps:	

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Successes and Achievements Priority: <i>To ensure all children are attaining and achieving through excellent experiences across the extended day.</i>	
NIF Priority: Improvement in attainment, particularly literacy and numeracy	QIs 3.2; 3.3
NIF Drivers: School improvement Assessment of children's progress	LIP – Expected Impact and Outcomes: <ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • Practices and experiences which ensure that the needs of children are identified and addressed • An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school

Impact and Outcomes	Action	Personnel	Timescale	Resources Cost: £150	Monitoring and Evaluation
<p>Approaches to learning and teaching enable children to become immersed in activities that interest them and to play for extended periods. The pace of the extended day allows time for children to rest and participate in setting up areas.</p> <p>Children continue to build their knowledge, skills and attributes and maintain an appropriate pace of progress in all curricular areas</p> <p>Children take responsibility for their own learning and progress.</p> <p>There is effective use of assessments and a shared understanding of standards to make confident professional judgements about how well children are learning and progressing.</p>	<ul style="list-style-type: none"> • Review children's experiences and routines to ensure high quality learning across the extended day, including quality mealtimes. • Share clear expectations for a more consistent approach to routines at the beginning and end of the day to ensure high quality learning throughout the day • Further develop the use of Pastoral Diaries to support communication with parents and ensure high quality responsive care across the extended day • Reintroduce Area Talking and Thinking Books to record children's progress and engagement. • Develop and implement a system for planning for learning within the centre and at home, which includes consultation with staff working from home • Revisit assessment procedures, including online tracking meetings and Learning Conversations, to monitor progress and ensure quality information about children's learning is used to plan next steps and enable progress • Introduce online moderation of children's learning to ensure consistency of practitioner judgements and a shared understanding of what will meet the standard 	Senior Leadership Playroom staff	Terms 1-2	HGIOELC Documentation	Playroom observations Playroom Pastoral Communication diaries
		DHC Senior CDOs	Term 1	Realising the Ambition Setting the Table	Review of Children's Learning Journals
		Senior CDOs Playroom staff	Term 1	Blueprint for Expansion documents Time for Working Groups	Parental feedback forms
		HT K. Bolton Playroom staff	Sep 20 ongoing	Talking and Thinking big books £150 Guidelines – C. Warden	End of year summative reports
		K Bolton Playroom staff	Terms 1-2	Children's Learning Journals	Early Years Tracking database reports
		K. Bolton Key workers	Oct 20 ongoing	ERC Early Years Tracking database Time for staff to work with Nursery Teacher and HT Termly tracking meetings	Feedback from moderation facilitators Baseline and Developmental Milestones data
HT K. Bolton Playroom staff	Oct 2020	Moderation Facilitator ½ day In Service Skills planners/ curriculum maps/ benchmarks for all areas of the curriculum	Annual review of cluster Gradient of learning		

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Successes and Achievements Priority:

To ensure all children are attaining and achieving through excellent experiences across the extended day.

NIF Priority: Improvement in attainment, particularly literacy and numeracy

QIs 3.2; 3.3

NIF Driver:

School Improvement
Assessment of children's progress

LIP – Expected Impact and Outcomes:

- An ethos of high expectations and achievement in every school and service
- Practices and experiences which ensure that the needs of children are identified and addressed
- An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school

Audit and Evaluation:

Suggested Next Steps: