**Hazeldene Family Centre**

**Improvement Plan**

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**2021/2022**

**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 with parents and staff in 2020 and agreed as follows:

***Mission Statement:***

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

***Vision: Learn and Grow Together***

***Values:***

* Nurture
* Respect
* Wellbeing
* Relationships
* Achievement

***Aims:***

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

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

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| **Hazeldene Family Centre Improvement Priorities for 2021- 2022** | | |
| **2020-21** | **2021-22** | **2022-23** |
| **Leadership and Management – How good is our leadership and approach to improvement?** | | |
| * 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. | * Professional Learning and Enhanced Practice: Leadership of Play Pedagogy; Quality Assurance and Moderation of children’s learning; Graduate Apprenticeship and Forest Kindergarten. * Further opportunities for staff to share their professional learning to support continuous improvement. * Further development of children’s capacity to lead their own learning | * 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. * Visits to/from Primary 1 and other Early Learning and Childcare centres to observe and share effective practice |
| **Learning Provision – How good is the quality of care and education we offer?** | | |
| * 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 | * Family Friendly Gold Accreditation * 1+2 Languages - Introduce Camembear to support children’s learning of French * Continue to review children’s experiences to ensure high quality learning across the extended day. | * Continue to build partnerships with childminders and partner nurseries to support children’s continuity of care and learning across split placements. * Further develop Family Learning experiences * Accreditation of Promoting and Nurturing Early Communication and Language |
| **Successes and Achievements – How good are we at improving outcomes for all of our learners?** | | |
| * 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 | * Further develop children’s involvement in documenting their own learning; acknowledging their successes and talking about their next steps in learning. * Further develop online moderation of children’s learning to ensure consistency of practitioner judgements across the team and a shared understanding of the standard for children’s learning * Increase the level of challenge for children in Numeracy and Mathematics | * Further develop approaches to creativity and employability skills |

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| **Leadership and Management Priority:** *To build a professional and sustainable team committed to improving outcomes for children through*  *enabling them to lead their own learning.* | |
| **NIF Priority** Improvement in attainment | **QIs** 1.2 ; 1.4 |
| **NIF Drivers**  School leadership  Teacher Professionalism | **LIP – Expected Impact and Outcomes**   * A skilled and confident workforce * A culture of professional enquiry * An ethos of high expectations and achievement |

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| Impact and Outcomes | Action | Personnel | Timescale | Resources  Cost: | Monitoring and Evaluation |
| All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families.  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.  Leadership at all levels is developed through a strong collegiate learning culture.  Children confidently lead their own learning. | * Professional Learning and Enhanced Practice: Leadership of Play Pedagogy; Quality Assurance and Moderation of children’s learning; Graduate Apprenticeship and Forest Kindergarten. * Further opportunities for staff to share their professional learning to support continuous improvement. * All children to be involved in collating evidence of their learning in their journals and reviewing the learning to agree next steps * All staff to take on an area of leadership through working groups, including online collaboration through Teams | K. McIlroy  D. Riddell  G. Cooke  Senior Leadership  Playroom staff  Key workers | Terms 1-3  Terms 2-4  Terms 1-4  Ongoing | CLPL provided by East Renfrewshire Council  and external provider (funded by Individual Learning Account)  Time on in service days to share Professional Enquiry  Learner Participation in Educational Settings support materials/ UN Convention on the Rights of the Child  Benchmarks for curricular areas.  Time for Working Groups  Microsoft Teams | Feedback from staff  Staff CLPL records and evaluation forms  Quality Conversations  Ongoing self-evaluation and peer mentoring  Collaborative Learning on Teams  Professional Enquiry notes and evaluations  Learning conversations  HGIOELC documentation  Parental questionnaires  Children’s Learning Journey Folders  Tracking database  Developmental Milestones Baseline Assessment data. |

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| **Audit and Evaluation:** | |
| **Suggested Next Steps:** | |

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| **Learning Provision Priority:**  *To further develop the positive impact of working with families to improve learning and achievement.* | | | | | |
| **NIF Priority**  Closing the attainment gap between the most and least disadvantaged children | | **QIs** 2.2; 2.5; 2.7 | | | |
| **NIF Drivers**  Parental engagement  School improvement | | **LIP – Expected Impact and Outcomes:**   * Higher levels of parental engagement in their children’s learning and in the life of the family centre * Learners experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential | | | |
| Impact and Outcomes | Action | Personnel | Timescale | Resources  Cost £225 | Monitoring and Evaluation |
| 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.  Our positive approach and strong relationships with families are reflected in the Family Friendly Gold Award.  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. | * Review collated evidence and Family Friendly Gold action plan, to prepare submission for accreditation.   .   * 1+2 Languages - Introduce Camembear to support children’s learning of French * Continue to review children’s experiences to ensure high quality learning across the extended day. | E. Brown C. Tennant  D. Riddell  E. Anderson  E. Landsburgh  V. Lamb  Parent group  K. Shepherd  Playroom staff    SLT  Playroom staff | Term 1  Terms 1-4  Ongoing | Time for Working Group to meet on Teams  Family Friendly documentation  ERC Parental Engagement Strategy  Family First Worker  Neighbourhood Group  Health Improvement partnership (Oral Health and Breastfeeding Friendly)  Time on August In Service  Camembear teaching pack and online materials (purchased in previous session).  Camembear Home Learning packs (9 x £25 = £225).  Time for staff meetings/ Teams | Newsletters  Big books  Parent prompts  Parent group minutes  Parental questionnaires  Review care plans with parents every 6 months  Tea and Talk/online consultation  with parents  Evaluation of CLPL  Playroom observations  Children’s Learning journals  Learning Conversations  Quality Conversations |

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| **Audit and Evaluation:** | |
| **Suggested Next Steps:** | |

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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 Drivers:**  School improvement  Assessment of children’s progress | **LIP – Expected Impact and Outcomes:**   * A positive culture in health and well-being * An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school |

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| Impact and Outcomes | Action | Personnel | Timescale | Resources | Monitoring and Evaluation |
| 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.  Children continue to build their knowledge, skills and attitudes and maintain an appropriate pace of progress in all curricular areas  Children take responsibility for their own learning and progress.  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. | * Introduce hot lunches and review children’s routines to ensure high quality learning across the extended day, including quality mealtimes. * Further develop children’s involvement in documenting their own learning; acknowledging their successes and talking about their next steps in learning. * Further develop online moderation of children’s learning to ensure consistency of practitioner judgements across the team and a shared understanding of the standard for children’s learning * Increase the level of challenge for children in Numeracy and Mathematics | E. Brown  Senior CDOs  Playroom staff  Key workers  K. McIlroy  K. McIlroy  Playroom staff    HT K. McIlroy  Playroom staff | Terms 1-2  Sep 21 Ongoing  Sep 21 ongoing  Aug 21 ongoing | Realising the Ambition  Setting the Table  Blueprint for Expansion documents  HGIOELC  Documentation  Children’s Learning Journals  ERC Early Years Tracking database  Time for playroom staff to work with Nursery Teacher  Termly tracking meetings  Moderation Facilitator  ½ day In Service  Skills planners/ curriculum maps/ benchmarks for all areas of the curriculum  Time on In Service days for professional learning | Playroom observations  Playroom Pastoral Communication diaries  Review of  Children’s Learning Journals  Parental feedback forms  End of year summative reports  Early Years Tracking database reports  Feedback from moderation facilitators  Baseline and Developmental Milestones data  Annual review of cluster  Gradient of learning |

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