**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
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| **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
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| **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 leadershipTeacher 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 | ResourcesCost:  | 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. McIlroyD. RiddellG. CookeSenior LeadershipPlayroom staffKey workers | Terms 1-3Terms 2-4 Terms 1-4Ongoing | CLPL provided by East Renfrewshire Counciland external provider (funded by Individual Learning Account)Time on in service days to share Professional EnquiryLearner Participation in Educational Settings support materials/ UN Convention on the Rights of the ChildBenchmarks for curricular areas.Time for Working Groups Microsoft Teams | Feedback from staffStaff CLPL records and evaluation formsQuality ConversationsOngoing self-evaluation and peer mentoringCollaborative Learning on TeamsProfessional Enquiry notes and evaluationsLearning conversationsHGIOELC documentationParental questionnairesChildren’s Learning Journey FoldersTracking databaseDevelopmental 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 engagementSchool 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
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| Impact and Outcomes | Action | Personnel | Timescale | ResourcesCost £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. BrownC. TennantD. RiddellE. AndersonE. LandsburghV. LambParent groupK. ShepherdPlayroom staff SLTPlayroom staff | Term 1Terms 1-4Ongoing | Time for Working Group to meet on TeamsFamily Friendly documentationERC Parental Engagement StrategyFamily First WorkerNeighbourhood GroupHealth Improvement partnership (Oral Health and Breastfeeding Friendly)Time on August In ServiceCamembear teaching pack and online materials (purchased in previous session). Camembear Home Learning packs (9 x £25 = £225). Time for staff meetings/ Teams | NewslettersBig booksParent promptsParent group minutesParental questionnairesReview care plans with parents every 6 monthsTea and Talk/online consultation with parentsEvaluation of CLPLPlayroom observationsChildren’s Learning journalsLearning ConversationsQuality 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 improvementAssessment 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 areasChildren 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. BrownSenior CDOsPlayroom staffKey workersK. McIlroyK. McIlroyPlayroom staffHTK. McIlroyPlayroom staff | Terms 1-2Sep 21 OngoingSep 21 ongoingAug 21 ongoing | Realising the AmbitionSetting the TableBlueprint for Expansion documentsHGIOELC DocumentationChildren’s Learning JournalsERC Early Years Tracking databaseTime for playroom staff to work with Nursery Teacher Termly tracking meetingsModeration Facilitator ½ day In Service Skills planners/ curriculum maps/ benchmarks for all areas of the curriculumTime on In Service days for professional learning | Playroom observationsPlayroom Pastoral Communication diariesReview ofChildren’s Learning JournalsParental feedback formsEnd of year summative reportsEarly Years Tracking database reportsFeedback from moderation facilitatorsBaseline and Developmental Milestones dataAnnual review of cluster Gradient of learning |

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