

Education Directorate Improvement Plan: Priority 1 - Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement

Rationale for Change:

ELP Feedback identified a need for us as a setting to further promote curiosity, creativity and enquiry learning to develop critical thinking and sustained play through the increase of loose parts across the core provision. Another action point was to further develop evaluations of children's learning in daily responsive planning which has also been recognised through the **monitoring of planning**, focusing on the language of learning and skills, particularly meta skills, to deepen and extend interests.

Playroom Observations identified a need for practitioners to strengthen responsive planning, using imaginative and appropriate ways to involve children in planning learning e.g. learning walls, floor books, wee officers. Staff views gathered identified that we need to consider how children are being supported to reflect on learning and recognise their achievements.

In our latest **Leuven observations (Feb '25)**, only 40% (8/20) returning N4 learners were scoring 4 or above for involvement.

Focused Priority 1:

All N4 and N5 children will experience learning through play in a developmentally appropriate environment through careful planning that extends and sustains children's interests and learning, developing core skills across the curriculum. By providing provocations that stimulate curiosity, inquiry, and creativity. By using learning journals to recognise and celebrate achievements and skills developed.

Quality Framework

Leadership

- staff skills, knowledge, values and deployment
- leadership of continuous improvement

Children thrive and develop in quality spaces

- children experience high quality spaces

Children play and learn

- play and learning
- learning, teaching and assessment

Children are supported to achieve