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**IMPROVEMENT PLAN FOR 2023/24**

**IMPROVEMENT PLAN PRIORITIES & WORK PLANS**

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| FOCUSED PRIORITY 1 | Promote equality and diversity for all learners  |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK: Teacher & Practitioner Professionalism | **LINKS TO HGIOELC: 1.2, 1.3, 2.4, 2.7, 3.1** |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | **Measure of success** | **Timescales** |
| A.* All Practitioners encourage and embrace diversity, equity and inclusion ensuring our nursery is a safe, caring, supportive environment for all.
* All Practitioners are confident with the Nurture Centre’s vision, values and Aims and what this look like in practice.
 | * Staff training about unconscious bias to raise awareness of this.
* Identify and address barriers to participation and learning.
* Analysis of the language and terms used with children by adults.
* Review Nurture Centre Vision, values and aims
* Revisit self -regulation approaches e.g. Solihull, Emotion works, Mindfulness practices, ensuring consistency among the whole staff team.
* Create a “Nurturing Approaches” Staff Handbook.
 | * Head Teacher
* All staff
* Head Teacher
* Depute Head of Centre
* Principal Teacher
* Early Years Lead Officer
* Principal Teacher
* Equity & Diversity Working Party
* Educational Psychologist
 | * Staff feedback through professional discussion
* Feedback from all stakeholders (Questionnaires etc.)
* Revised Vision, Values and Aims are embedded in practice
* Staff feedback through professional discussion

 * Nurturing Approaches Handbook shared with all staff who know approaches to use.
* How Nurturing Is Our School? Toolkit
 | * August 2023

In-Service Day 1* August 2023

In-Service Day 1* Twilight sessions October 2023
* October 2023
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| B.* Resources in all playrooms are inclusive, support diversity and are non-discriminatory ensuring all learners and their families feel respected and included.

  | * Review of all resources to ensure they are diverse, inclusive, non-stereotyping and are promoting all minority groups positively.

 * Build up understanding with all practitioners on how to diversify traditional stories, songs & rhymes.
* Review the playroom environments, ensuring the spaces are balance to include calm, sensory spaces making them accessible to all.
 | * All practitioners
* Depute Head of Centre
* Early Years Lead Officer
* Depute Head of Centre
* Early Years Lead Officer
* All Practitioners
 | * ECERS – E (Gender equality and awareness 14) & (Race equality and awareness 15)
* Leuven’s before and after scores
* Staff feedback through professional discussion
* Staff feedback through professional discussion
 | * November 2023
* August 2023
* November Twilight sessions 2023
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|  C.* Sustain a culture of inclusion where all members of our community feel valued, respected and included at Beanstalk FNC
* All staff are aware of the Independent Care Review and feel confident in delivering the Promise.
 | * Review equality and diversity policy taking onboard all stakeholders views.
* Ensuring Beanstalk’s Family Work Programme is reflective of the needs of the whole community including all minority groups.
* All staff understand the foundations of “The Promise”.
* Care experienced children/families are identified and supported according to their needs.
 | * Depute Head of Centre
* Early Years Lead Officer
* Senior Early Years Officer Family Worker
* Depute Head of Centre
* All Seniors
* All Practitioners
 | * Stakeholders questionnaires understanding “lived experiences” of our community
* ECERS – 3 (Promoting acceptance of diversity 26) & (Promoting acceptance of diversity 28) & (Provision for children with disabilities 37)
* ITERS -3 (Promoting acceptance of diversity 23)
* Staff feedback through professional discussion
* Stakeholders questionnaires understanding “lived experiences” of our community
 | * December 2023
* December 2023
* August 2023
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| Ongoing Evaluation |  |

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| FOCUSED PRIORITY 2 | Learners will improve their problem solving, creativity and thinking skills through rich opportunities in STEM and Digital Technologies. |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK: Curriculum & Assessment | **LINKS TO HGIOELC:** **1.2, 2.2, 2.3, 3.4, 2.6, 3.2, 3.3** |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | **Measure of success**  | **Timescales** |
| A.* Practitioners will have a clear understanding of what in terms of the curriculum, we need to achieve with STEM to be able to offer richer learning experiences and challenge for learners within the playrooms.
* All learners will have richer learning experiences within the Playrooms & outdoor areas offering challenge and skills progression in STEM supporting them make good developmental progress.
* Learners will show more perseverance, resourcefulness, skills and confidence when tackling a problem or facing a new situation in their STEM learning.
 | * Carry out a full audit of current STEM & Digital Technology resources over both settings.
* Identify current practice/knowledge & understanding of practitioners and build on areas where there are gaps.
* Staff training in STEM & Digital Technologies and the implementation throughout the learning environment to provide more STEM challenge for learners across the learning environment.
* Peer evaluation of playrooms over the year with a focus on STEM using the ECERS & ITERS documentation
 | * All Seniors
* Head Teacher
* Principal Teacher
* Depute Head of Centre
* Early Years Central Training from PL Team
* Head Teacher
* Principal Teacher
* All Practitioners
 | * Pre and Post Audits of STEM

 * Evidence from ECERS (Art 20) & (Sand & Water 23) & (Nature/Science 25)
* Evidence from ECERS -E (Science & Environment 10-12C) & &
* Evidence from ITERS (Art 16)

&(Nature/Science 20)  * Staff feedback through professional discussion
* Evidence in PLJ, Planning, Learning Walls, Playroom observations
* Staff feedback through professional discussion
 | * By October 2023
* By October 2023
* November Inset Day 3 – STEM
* November 2023

January 2024May 2024 |
| B.* Practitioners will be knowledgeable and skilled in assessing each child’s achievement in Digital technologies and planning appropriate next steps in learning in order to share with parents.
* Learners will be offered more opportunities suited to their individual level and will have richer learning experiences offering challenge and skills progression in Digital Technologies
 | * Training to revise our Digital Technologies Progression Pathways and embed this in practice.
* Work towards achieving the Bronze Digital Wellbeing Award.
* Develop the learning environment to provide more digital technology learning opportunities within the playrooms.
 | * Head Teacher
* Early years Lead Officer
* Head Teacher
* Early years Lead Officer
* STEM Working party
* STEM Working party
* Head Teacher
* Principal Teacher
* Depute Head of Centre
 | * Staff feedback through professional discussion
* Achievement of Digital Award
* Evidence from ECERS -E (Use of TV/Video/Computers 27)
* Evidence from ITERS (Appropriate use of Technology 22)
* Keyworker observations of significant learning in PLJ’s
 | * In-service days Feb 2024 – staff training
* Digital Technology

Twilight training sessions Term 4* June 2024 – skills progressions completed & implemented & resources being utilised
* By November 2023
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| C.* A robust tracking and monitoring system will be in place to assess individual learner’s progress across the curriculum to ensure they are achieving their best outcomes.
* All Practitioners will be more confident when contributing to Learning Consultations for their key groups and planning next steps for individuals leading to more pace and challenge for learners.
 | * Review our current tracking system ensuring all learner’s individual needs are being met and challenge and pace are the main focus for planning learning.
* Review current learning consultations programme
* Establish peer-moderation of Planning & PLJs across Playrooms/buildings
 | * Head Teacher
* Principal Teacher
* Depute Head of Centre
* Early Years Lead Officer
* Principal Teacher
* Head Teacher
* All staff
* Principal Teacher
* Depute Head of Centre
 | * Robust tracking spreadsheet evidencing progress over time for all learners
* Evidence of progress in PLJs
* Evidence ECERS 3 (Individualized teaching and learning 29)
* Evidence ECERS-E (Planning for Individual Learning Needs 13)
* Feedback from Peer - moderation of Planning & PLJs across playrooms/buildings
 | * October 2023
* October 2023
* Twilight training sessions Term 2
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| Ongoing Evaluation |  |

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| FOCUSED PRIORITY 3 | Develop Skills for Life and increase opportunities for Learner Participation to enhance thinking and leadership skills. |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK: Curriculum & AssessmentParent/Carer Involvement and Engagement | **LINKS TO HGIOELC:****1.2, 2.2,2.3, 2.7, 3.2 & 3.3** |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | **Measure of success** | **Timescales** |
| A.* Practitioners will value pupil voice in the learning cycle ensuring Learner’s interests are fully developed using appropriate lines of enquiry.
* Practitioners will develop skills in pre-assessment discussions to fully understand what Learner’s already know and build on this appropriately ensuring pace and challenge.
* Learners will be able to articulate their knowledge and what it is they are learning.
* Parents/Carers will be more involved with their child’s learning and understand their role as their child’s primary educator
 | * Expand on the use of Learner Committees across both settings to harness the views and opinions of Learner’s.
* Review current planning formats to ensure Pupil Voice is prioritised.
* Develop the use of Mind mapping and Learning Walls to ensure all Practitioners are confident in this approach.
* Learners are fully involved in assessment and in setting their own next steps in learning.
* Parents/carers are encouraged to participate in fun shared learning experiences delivered in a variety of ways across the session.
 | * All Seniors
* Principal Teacher
* Depute Head of Centre
* Head Teacher
* Principal Teacher
* Head Teacher
* Principal Teacher
* Early Years Lead Officer
* Early Years Lead Officer
* All Seniors
 | * Improvement methodology – tracking of learner participation and progress through a number of different enquiries.
* Staff professional discussions reviewing effectiveness of new planning formats.

 * Learning Walls and the visible documentation of lines of enquiry – ensuring access for learners of learning across the year to allow revisiting of previous topics.
* Monitoring of PLJ’s
* Learner questionnaires/ involvement in target setting.
* Number of parents/carers participating with shared learning experiences.
* Feedback from parents/carers
 | * August 2023
* September 2023 Twilight Training Sessions
* September 2023 Twilight Training Sessions
* December 2023
* Ongoing from August 2023
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| B.* Practitioners will fully understand the UNCRC and the link to daily practice.
* Learners will be able to apply thinking and leadership skills to further their learning and will be aware of their key rights under UNCRC.
* Learners will be empowered to use their voice as active members of the community and achieve the Rights Respecting School award
 | * Re-visit the key principles of UNCRC with all Practitioners.
* Practitioners will support Learners through play and discussion to be aware of some of their key rights under UNCRC and support Learners be able to articulate these in simple terms.
* Learners will be fully involved in the four arenas of participation in all aspects of nursery life e.g. Snack routines – taking snack outdoors, more independence at mealtimes, staff recruitment, to include more child’s voice across all learning areas.
* The learning environment both indoors and outdoors will be carefully evaluated to ensure that all Learners are included and supported to ensure equity for all.
* Work towards achieving the Bronze Rights Respecting School award.
 | * Depute Head of Centre
* All Seniors
* All practitioners
* All Practitioners
* Principal Teacher Early Years Lead Officer
* UNCRC Working party
* Depute head of Centre
 | * Staff professional discussions reviewing the UNCRC principles and how we are implementing these in our service.
* Evidence in PLJ’s and Planning
* Evaluation of participation across the four arenas from practitioners, families and learners.
* Evidence in Beans Talkers Responsive Planning record
* Learning environment evaluation and staff professional dialogue
* Achievement of Bronze Rights Respecting School Award
 | * Jan 2024 -

Twilight training session * Ongoing from August 2023
* Ongoing from August 2023
* Starting August 2023
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| C.* Practitioners will have a clear understanding of the value of enterprise opportunities for Learners. They will inspire enterprising entrepreneurial learning across the curriculum and deliver this consistently.
* Learners will gain an understanding of the world of work and the role they can play in society.
* Learners will progress in their knowledge and skills in financial education to gain skills for life, learning and work.
 | * Practitioner’s trained in supporting skills to Develop the Young Workforce and understand the value of Learner participation in enterprising opportunities.
* Practitioner’s involved in the creation of a Beanstalk Enterprising Framework to ensure a clear progressive pathway for learners.
* Create more enterprising opportunities within the learning environment ensuring that learner’s voice remains central to the process.
* Learners will be responsible for planning and implementing real events within nursery to allow them to develop a variety of skills including an understanding of finances.
 | * Early Years Lead Officer
* Enterprise Working party
* All Seniors
* All practitioners

itioners | * Staff professional discussions about what developing the young workforce looks like in nursery.
* Creation of Enterprising Framework linked to DYW skills for Beanstalk FNC to support long term planning
* Evidence of enterprise activities in PLJ’s and Planning
* Evidence in PLJ’s, Planning and Learning Walls
* Evidence in Beans Talkers Responsive Planning record
 | * Jan 2024 Twilight training session
* June 2024
* June 2024
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| Ongoing Evaluation |  |