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**IMPROVEMENT PLAN FOR 2024/25**

**IMPROVEMENT PLAN PRIORITIES & WORK PLANS**

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| FOCUSED PRIORITY 1 | Review current planning, tracking, and monitoring systems to ensure the best learning outcomes for all children  |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK: Teacher & Practitioner ProfessionalismCurriculum & AssessmentELC Improvement | **LINKS TO HGIOELC: 1.1, 1.3, 2.3, 3.2** |
| EDUCATION DIRECTORATE IMPROVEMENT PLAN: Equality & Equity/Achievement |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | **Measure of success** | **Timescales** |
| A.* Learning experiences are developmentally appropriate and tailored to meet all children’s individual and diverse learning needs.
 | * Evaluate current planning for learning processes.
* Review current Daily/Responsive and long-term planning formats with all staff.
* Review approaches to personalised support for individuals.
 | * PT, DHoC & all EYOs
* PT, DHoC & all EYOs
* PT, DHoC & EYLO
 | * High quality weekly and daily planning in place in all playrooms.
* All children are fully supported to follow interests.
* Learning is visible in displays/Learning Walls and in children’s’ personal learning journeys.
* Pre and post evaluation using SSTEW Scale Subscale 4
 | * Twilight sessions Sep-Oct 2024
* Twilight sessions Sep-Oct 2024
* Dec 2024
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| B.* Staff use appropriate and creative ways to involve all children in the planning of their learning experiences and take an active part in setting their next steps.
 | * All Learning Experiences to be carefully planned involving children to follow their interests and better meet their needs.
* Staff will record children’s views and opinions in a variety of ways using learner committees learning walls, mind maps etc.
* Embedding systems in place to support children to identify and plan their next steps in learning.
 | * PT, DHoC & all EYO’S
* Seniors & All EYO’S
* PT, Seniors, All EYO’s
 | * Increased level of children’s participation in planning.
* children more able to discuss what they are learning.
* All staff are skilled in making children aware of learning, how they are doing it and the process of learning is made explicit visually and verbally.
* All Staff, parents/carers and children are sharing and discussing learning.
* Pre and post evaluation using SSTEW Scale Subscale 4
 | * Twilight sessions Oct -Dec 2024
* Dec 2024
* Aug 2024
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|  C.* Improved tracking systems will allow for better monitoring and evaluation of children’s progress across the whole curriculum.
 | * Engage with the New FC digital tracking system “Progress” to support the tracking of learning, ensuring key staff are trained effectively on its use.
* Further develop the current tracking spreadsheet which captures all aspects of children’s learning including their ELiPs scores, CfE levels, Leuvens scores and attendance.
* Review how we use the data collected to identify any gaps for learners and plan bespoke interventions.
 | * HT & PT
* PT, DHoC, EYLO
* PT, DHoC, EYLO & All EYO’S
 | * New “Progress” tracking system embedded and being effectively used by key staff.
* Increased staff confidence when discussing children’s progress and planning their next steps in learning.
* Staff more secure in identifying gaps in learning for individuals and putting in place bespoke planning to support learning.
* Pre and post evaluation using SSTEW Scale Subscale 4
 | * Aug 2024
* Sep 2024
* Aug 2024
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| D.* Moderation of the learning cycle across all teams will impact pace and challenge, improving outcomes in learning for children.
 | * Staff Peer moderation will take place across the session evaluating other Playrooms within the setting focussing on Planning/Learning Walls/PLJs.
* Link with other Standalone Nursery Settings to peer-evaluate with a focus on planning & PLJs.
 | * HT & All EYO’s
* HT & All EYO’s
 | * Looking outwards will allow staff the opportunity to be more reflective and critically evaluate their own practice to support improvement.
* Staff’s skills and knowledge with regards to the learning cycle will increase improving outcomes for children.
* Pre and post evaluation using SSTEW Scale Subscale 4
 | * Twilight sessions Jan - March 2025
* March 2025
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| Ongoing Evaluation |  |

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| FOCUSED PRIORITY 2 | Identify and problem solve around existing barriers to learning to ensure all children achieve success |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK: Curriculum & AssessmentELC Improvement | **LINKS TO HGIOELC:** **1.2, 2.2, 2.3, 3.4, 2.6, 3.2, 3.3** |
| EDUCATION DIRECTORATE IMPROVEMENT PLAN: Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | **Measure of success**  | **Timescales** |
| A.* Children who face additional challenges in their learning due to their needs or context will benefit from personalised planning and interventions designed to improve their learning outcomes
 | * Provide bespoke Staff training opportunities with support from other agencies in Nurture, de-escalation, Up, Up and Away document, Total Communication Approach, Sensory Profiling etc.
* Evaluate all Playrooms using “How Nurturing Is Our School” toolkit to review current practice and environments and create action plan to work toward achieving the “Nurturing Schools Award”.
* Embed a consistent approach to the use of Kodaly, Emotion Work, mindfulness and yoga across the whole centre.
 | * PT & DHoC
* Educational Psychologist
* ASSIST Team
* Inclusion Team
* PT, EYLO, All staff
* Seniors, All Staff
 | * Staff are more skilled and confident in meeting the needs of all children.
* Consistent approaches in place support all children to thrive and achieve their learning outcomes in a safe predictable environment.
* Evidence in Individual Child Plans and Personal Learning Journeys
* Achieve “Nurturing Schools Award”.
* Pre and post Evaluations using ECERS 13
 | * Input from EP

at November 2024 In-Service Day on Supporting Learner’s Needs – focussing on universal strategies & bespoke interventions* Twilight sessions Sept-Oct 2024
* August 2024
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| B.* Children will experience a unique, rich, play based, broad curriculum to challenge, motivate and support their learning and meet all their development needs.
 | * Review Beanstalk’s Curriculum Rationale and shared working framework.
* Co-create an updated Beanstalk curriculum rationale, reflective of our community post-covid/implementation of 1140 hours, taking into consideration the views of all stakeholders.

  | * HT & All EYO’s
* All Stakeholders
* HT
 | * All stakeholders will contribute towards the Rationale and understand what the Beanstalk is trying to achieve through its curriculum.
* The curriculum will reflect the service users, the needs of the local community and will promote equity and raise attainment for all children.
 | * Nov 2024
* Jan 2025
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| C.* Families are feeling fully informed and involved in planning for individual’s needs to support their learning and to ensure effective transitions
 | * Review the planning of current monitoring, review system, & systems for reporting to parents/carers etc with all stake holders.
* Review procedures for transitions into nursery, within nursery and onwards to other settings and P1
 | * PT & DHoC & All EYOs
* PT & DHoC & All Seniors
 | * All stakeholders feel valued, included and their views reflected when planning for individuals.
* Transitions into nursery, within nursery and onward to other settings and P1 are highly effective and meet the needs of all children and families.
* Evidenced in Parent/Carer & Partner feedback/

questionnaires etc. | * Sept 2024
* Sept 2024
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| D. * Universal Family Support offered is diverse to allow the whole community to feel included.
* Targeted support is tailored to meet the needs of individual families.
 | * Promote “50 things to Do in Fife before you are 5” App with all families and use data to track engagement with this.
* The Family Worker & team will understand from the data and evaluations-formal and informal- gathered from families both in the centre and from the wider community, what is working well, what we need to improve and where the gaps in our provision are.
* Review strategies and recording systems to identify when targeted support is required for individual children and their families and what package of support/intervention can be offered.
 | * Family Worker & Family Team
* Family Worker & Family Team
* Other support agencies
* HT, DHoC & Family Worker
 | * Evidence from analysis of data.
* Parents will have a greater awareness of their role as their child’s first educator.
* Parents will be supported with ideas and provided with resources on how to develop learning at home.
* Improved tracking and monitoring of the impact of interventions put in place to support children and families in a holistic way.
 | * Sept 2024
* Oct 2024
* Jan 2025
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| Ongoing Evaluation |  |

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| FOCUSED PRIORITY 3 | Review the Core Provision and spaces within the learning environment to ensure it meets the needs of all children  |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK: Curriculum & AssessmentParent/Carer Involvement and Engagement | **LINKS TO HGIOELC:****1.1, 1.2, 1.5, 2.2, 2.3, 2.4, 2.7, 3.1 & 3.2**  |
| EDUCATION DIRECTORATE IMPROVEMENT PLAN: Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | **Measure of success** | **Timescales** |
| A.* Core provision and spaces within the Learning environment will be rich in quality literacy & numeracy experiences, provide challenge, promote children’s curiosity and enquiry.
* Spaces are planned carefully and creatively to provide flexibility to support all children’s needs.
* The Learning Environment and spaces within the playrooms will allow all children to relax, play and take part in a wide range of cultural and artistic activities.
 | * Revision of Tina Bruce’s 10 principles of play and links to Froebelian based practice using the new CI document “Spaces to Grow and Thrive”.
* Staff will further develop their knowledge on how pedagogical theory about play links to daily practice.
* Staff will identify aspects of daily practice which link to pedagogy.
* Staff will develop their understanding about the links between Realising the Ambition and pedagogy and building upon the revised Delivering a Quality Curriculum Course.
 | * HT, DHoC
* All EYOs
* All EYOs
* All EYOs
 | * Staff’s increased knowledge on how pedagogical theory about play links to daily practice will ensure better outcomes for all children.
* Staff’s deeper understanding about the links between Realising the Ambition and pedagogy and building upon the revised Delivering a Quality Curriculum Course will ensure a richer learning environment to provide increased pace and challenge for all children.
* Pre and post evaluations using ECERS 22, 23 & 24
 | * November 2024 In-service Day (Pm)
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| B.* Outdoor learning and learning within the community will be planned for ensuring all children gain access to a variety of wider learning opportunities.
 | * Revision of outdoor provision currently being offered by engaging with the CI guidance in the “Out to Play” document.
* Staff training to further skills relating to science & maths to further develop learning opportunities in the outdoor provision.
* Embed and further develop the Intergenerational Partnership working with the residents of Gillies Court and establish links with the new Daycare Centre opening at Aberdour Road.
 | * EYLO, SEYOs
* All Staff
* WEA (Workers Educational Association) Staff
* SEYOs
 | * The outdoor areas will be richer and provide more opportunities and challenge for all children.
* Staff will be more confident in their role in setting up quality provision outdoors to support children with more risky play and to develop skills across the curriculum.
* Staff will understand the importance of intergenerational working through partnership with Gillie Court Residents and Daycare Centre, fostering relationships with the wider community.
 | * In-service Day 4 (Feb 2025) -Input from WEA (Workers Educational Association) on Developing Maths & STEM skills
* Jan 2025
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| C.* Children will experience calm, relaxing mealtimes throughout their nursery session allowing them to have positive food experiences.
 | * Staff will use the Improvement Methodology Tools to analyse data and create tests of change which will lead to increased and more effective snack and lunch time experiences
* Staff training to further skills relating to meal provision linking to CI guidance “Food Matters”
* Children will be supported to build on their independence skills during snack and meal times.
* Children will be involved in planning, buying and making snack allowing them to build on their knowledge and skills.

  | * SEYOs & EYLO
* All EYO’s
* EYLO
* All EYO’s
* Seniors & All EYO’s
 | * Lunch and snack routines are well organised and provide clear structure and rhythm to the day.
* Snack and mealtimes are valued as an inclusive learning experience for all children where there are opportunities for socialisation and development of skills.
* Children will be more independent, make choices and be more involved in the preparation/clearing away of snacks/meals.
* Pre and post evaluations using ECERS 10
 | * Nov 2024
* Twilight sessions Oct – Dec 2024
* Aug 2024
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| D.* Children will be able to apply their knowledge and understanding to further their learning about their key rights under UNCRC.
 | * Continue to work towards gaining the Silver Award for Rights Respecting Schools
* Further develop current practices across the centre to include more children’s voice in planning and implementation of events.
 | * DHoC & All EYO’s
* All EYO’s
 | * Achievement of the Silver Award for Rights Respecting Schools
* Evaluation of participation across the four arenas from staff, families and children.
* Evidence in Planning formats and Beans Talkers Planning record.
* Evidence in children’s PLJs.
 | * June 2025
* Jan 2025
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| Ongoing Evaluation |  |