

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

- children’s progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>Staff will be responsive to children and plan exciting experiences with them that encourage the development of curiosity, inquiry and creativity.</p> <p>Staff will plan an appropriate balance of child and adult-led experiences that respond meaningfully to the changing needs and interests of all children.</p> <p>Children’s individual successes will be valued, recognised and celebrated. We will use this information meaningfully to influence future learning and progress.</p> <p>Children will develop and achieve a range of</p>	<p><u>Staff skills, knowledge, values and deployment</u></p> <p>Professional learning on the meta skills and what the development of these look like in early years.</p> <p>Professional dialogue to take place around Provocations in Play and how these can be used to support a child centred approach to planning (considering the Reggio Emilia approach and Jerome Bruner's 'Discovery Learning' theory).</p> <p>Collaborative learning: Team to share examples of using this learning highlighting impact on their learners.</p> <p>Professional dialogue to take place around Schematic Play</p> <p><u>Leadership of continuous improvement</u></p> <p>Monitoring the ‘Golden Thread of Learning’ through quality assurance processes to evidence the interest being woven throughout the core provision and the experiences on offer.</p> <p><u>Children experience high quality spaces</u></p>	<p>SLT</p> <p>SLT, NT, EYLO, EYOs</p> <p>SLT, NT, EYLO, EYOs</p> <p>SLT, NT, EYLO, EYOs</p> <p>SLT, NT</p>	<p><u>Gathering Views</u></p> <p>Professional learning feedback from staff</p> <p>Pupil Voice</p> <p>Parent Views</p> <p><u>Direct Observation</u></p> <p>eLIPs observations – focusing on the doing category</p> <p>Playroom observations – monitoring of the golden thread of learning:</p> <ul style="list-style-type: none"> • Learning walls • Intentional promotion planning • Daily responsive planning • Significant observation & curricular trackers in PLJs • Evident in core provision • Care plan folders • Use of tracking data • Use of individuals wellbeing progress records • Evidence of child’s work • Evidence of children’s voice <p><u>Analysis of Data</u></p> <p>Progress trackers – information from Leuven, eLIPs, learning conversations</p>	<p>Term 1</p> <p>Term 2</p> <p>Terms 3 and 4</p> <p>Terms 3 and 4</p> <p>Ongoing as part of QA calendar</p>

<p>skills and attributes through engaging in a wide range of high-quality experiences.</p> <p>Our physical environment will provide very good opportunities for children to be independent and make choices.</p> <p>Children will be engrossed and motivated in their play and be progressing well in all aspects of their learning and development.</p> <p>Evaluations of children's learning in daily responsive planning will focus on the language of learning and meta skills.</p>	<p>Identified areas of core provision to be audited and reviewed will be identified as part of planning. This will include pupil voice and consideration of what meta skills children are developing within the play spaces.</p> <p><u>Planning and Assessment</u> Professional learning about the effective principles of effective planning, assessment and evaluation of children's learning.</p> <p>Seek support from area PT/EYDOs to strengthen daily responsive planning and evaluations of learning.</p> <p>Strengthen the Daily Responsive Planning to consider assessment:</p> <ul style="list-style-type: none"> • Children's work: writing, drawings, models, photographs, & videos. • Interactions • Learning Walls/ Floor books • Possible Lines of Development (PLODs) • PLJs <p><u>Celebrating Success and Achievement</u> Weekly celebration of children's success in line with our values and meta skills.</p> <p>Working document to be created that will track children's achievement and</p>	<p>NT, EYLO, EYOs</p> <p>SLT, NT</p> <p>SLT, NT</p> <p>SLT, NT</p> <p>EYOs</p> <p>EYOs</p>		<p>Ongoing as part of QA calendar</p> <p>Terms 1 and 2</p> <p>Terms 1 and 2</p> <p>Terms 1 and 2</p> <p>Establish Terms 1 and 2</p> <p>Establish Terms 1 and 2</p>
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	<p>skills development. This will be used to inform planning.</p> <p>Creation of roles for children in the nursery to be part of leading their learning.</p>	<p>EYOs</p>		<p>Establish Terms 1 and 2</p>
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Supporting Documents and Resources:

- [ELC: Schematic Play](#)
- [Early Years: Provocations in Play](#)
- [Effective Planning Poster PDF](#)
- [Meta-skills Toolkit - Skills Development Scotland](#)

Ongoing Evaluation

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