

Education Directorate Improvement Plan: Priority 2 - Equality & Equity/Achievement/ Positive Destinations

Rationale for Change:

52% (11/21) of N4 children returning to nursery in session 25/26 are achieving 'green' against the 'saying' criterion in eLIPs observations.

Monitoring of individual targets for those children requiring additional support show that all these learners have an intervention to support a communication need.

Focused Priority 2:

All N4 and N5 children will be effectively supported to develop their language and communication skills through high quality interactions with practitioners, using the Communication High 5 Strategies.

Quality Framework

Leadership

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

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>There will be demonstrable improvement gains for target children aligned to explicit language and communication aims.</p> <p>Staff will develop their knowledge and understanding of how to support early communication and be able to use this knowledge to plan appropriate interventions.</p> <p>Staff will be confident in monitoring planned interventions carefully to ensure they are having a positive impact on children’s learning and development.</p> <p>Parents will have a clear understanding of what strategies are working well for their children</p>	<p>Baseline questionnaire to establish staff confidence with communication high 5 strategies.</p> <p><u>eLIPS Observations</u> Professional learning for all staff on new eLIPs observations.</p> <p>Staff to moderate initial eLIPs observations for all learners using new format (peer support).</p> <p><u>Fife CYPIC QI Sessions</u> Identified practitioners will be part of Fife Quality Improvement Sessions: Improving Early Language and Communication and will lead within the setting.</p> <p>Identified EYLO and EYO will attend Fife CYPIC QI sessions.</p> <p>Improvement Teams lead QI Project:</p> <ul style="list-style-type: none"> Analyse eLIPs data to develop improvement aims and identify cohort of children for focus of improvement work. Use QI tools and techniques to understand root causes of poor 	<p>L Deas, DHT</p> <p>L Deas, DHT professional learning</p> <p>NT, EYLO, EYOs</p> <p>M Johnston, EYLO E Bruce, EYO</p>	<p><u>Gathering Views</u> Staff session feedback (data over time demonstrating increase in Staff knowledge, confidence, application of QI tools and Communication High 5 strategies). Pupil Voice Language samples (before and after comparison).</p> <p><u>Direct Observation</u> eLIPs observations Playroom observations – quality interactions using high 5 strategies PLJ monitoring</p> <p><u>Analysis of Data</u> Progress trackers QI Tools - Pareto Chart / fishbone. Run charts demonstrating improvement gains and journey. QI posters – showing journey, impact and learning.</p>	<p>August ‘25</p> <p>By December ‘25</p> <p>M Johnston, EYLO E Bruce, EYO to attend: Tuesday 19th August - Full Day, 9-3pm (In Service Day) for introduction Sep ‘25 to Dec ‘25</p>

	<p>language and communication and align change ideas.</p> <ul style="list-style-type: none"> • Develop explicit, measurable improvement aims. • Gather and display improvement data over time using run charts. • Apply a method to test change ideas and track impact. • Use data to inform practice, tweaking practice where necessary. • Capture improvement journey, impact and learning. • Staff fully implement Communication High 5 approaches. <p><u>Planning, tracking and monitoring</u></p> <p>Regular tracking meetings between SLT and Early Years staff to review and analyse improvement data, discuss learning, and agree next steps.</p> <p>Regular tracking meetings between SLT, Nursery Teacher and EYOs to review and analyse improvement data, discuss learning, and agree next steps.</p> <p>Establish QA processes to ensure full implementation and sustainability.</p> <p><u>Collegiate Time</u></p>	<p>SLT, NT, EYLO, EYOs</p> <p>SLT, NT, EYLO, EYOs</p> <p>SLT</p> <p>SLT</p>		<p>Ongoing as detailed on QA calendar</p> <p>Ongoing as detailed on QA calendar</p> <p>August '25 when setting up QA calendar for the year</p> <p>Sep – Dec '25</p> <p>Jan '26</p>
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	<p>Collegiate sessions to support implementation of Communication High 5.</p> <p>Action plan established to scale up Communication High across the setting.</p> <p><u>Partnership Working</u> Family learning sessions to be planned to focus on early communication.</p> <p>In partnership with SaLT, creation of how we support learners to develop effective communication at a Universal, Additional and Intensive level to be shared with all stakeholders.</p>	<p>SLT</p> <p>EYOs</p> <p>SaLT, EYO</p>		<p>Jan – May '26</p> <p>Jan – May '26</p>
<p>Supporting Documents/Resources:</p> <p>Communication-Handbook-March-2021-PDF.pdf</p> <p>HQ Questioning Poster Final AI</p> <p>HQ Interactions Poster PDF</p> <p>Communication Trust Platform 3: Questioning – a series of short videos about supporting communication</p>				
<p>Ongoing Evaluation</p>				