



Fair Isle Family Nurture Centre

Standards and Quality Report 22/23

Achieving Excellence and Equity

Context

SEEMIS School Roll = 115 including 16 Under 3s

Care Experienced = 11

EAL = 14

ELC Sessions: 5 sessions offered, 6 playrooms, 2 buildings

- 9 – 3pm term time
- 440am 49 weeks
- 440pm 49 weeks
- MTWam 46 weeks
- WpmTF 46 weeks

Attendance:

| Term | Under 3s | N4 | N5 |
|------|----------|-----|-----|
| 1 | 85% | 86% | 90% |
| 2 | 92% | 91% | 92% |
| 3 | 82% | 87% | 89% |
| 4 | 91% | 91% | 90% |
| Ave | 88% | 89% | 90% |

Vision, Values & Aims

Our Vision

To provide an inviting inclusive and nurturing environment for our children. Inspiring their creativity and curiosity, nurturing their ambitions, aspirations and dreams for the future.

Our Mission Statement

Nurture & R.A.I.S.E together

Our Values

- Respect
- Achievement
- Independence
- Safety
- Equity



Improvement Priority Session 2022 – 2023

Priority 1 – Literacy experiences & progression: Improve the skills of all N5 pupils in literacy through a range of universal and targeted experiences to increase the % of children who are working within early progressing from 57% to 75%.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.

NIF Driver

- Teacher professionalism
- Assessment of children's progress

HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 2.3 Learning, teaching & assessment
- 2.4 Personalised support
- 3.2 Securing children's progress

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved



Continued into
next session

Progress:

Professional Learning – Workshop for Literacy approach

Practitioners underwent professional learning on the Workshop for Literacy approach from an ELC perspective. This included: Understanding the core pathways through which literacy skills are learned – using elements semantics, phonology & orthography. Followed by professional dialogue on early language experiences.

Takeaway/actions from practitioner feedback:

1. There was some terminology in the curricular pathways that they did not understand.
2. They are already using elements of WFL in their daily practice, however, now have a clearer understanding of literacy skills progression to develop children's understanding, knowledge of sounds, early reading and mark making skills.
3. Highlighted the importance of differentiation in core provision to challenge all learners and daily exposure to high quality stories, songs and rhymes.

Professional Learning – Linking significant observations to Es and Os in PLJ literacy trackers.

Practitioners worked collaboratively to match a set of significant observations to Experiences and Outcomes (E's and O's), focus on understanding terminology and intentional promotion planning activities linked to a book plan.

Takeaway/actions from practitioner feedback

1. Rich professional dialogue – awareness of importance of practitioners modelling appropriate literacy skills in ELC i.e. modelling letter formations and phonetic sounds to support literacy skills progression.
2. Practitioners requested further collaborative work focusing on books and providing a literacy rich learning environment linking to E's and O's.

Collaborative work – Literacy rich learning environment

Professional reading & reflection activity: Key documents: Core provision, Up Up and Away and Essentials of Literacy from 0 - 7 years by Tina Bruce. Literacy moderation audit completed – peer assessment 2 stars and a wish, and action plan.

Takeaway/actions from practitioner feedback

1. Effective use of questions extends children's thinking, widens their skills, and consolidates their learning through play – quality interactions.
2. Practitioner reflection of learning spaces, how they are used, literacy rich, sensory and communication friendly. With play resources that consider age and stage of all learners.

Leadership of Learning – Language & Communication working party

Working parties were created to provide practitioners with opportunities to lead their own professional learning and share experience. This practitioner enquiry approach encompassed creating a video blurb for our curriculum rationale and a talking mat that focused on key documents, strengths, triangulation of evidence and next steps.

Takeaways/Actions

1. The 60 second blurb created was informative and demonstrated practitioner's creativity to bring our curriculum rationale alive. Highlighting the importance of Language and communication in ELC.
2. The talking mat provided a format for practitioners to share and consolidate their understanding linking to key documents, review strengths as a service and plan practical next steps.
3. Innovative learning cards were created linked to book plans – this was then developed to include ideas for learning through play for all curricular areas. Designed to further embed understanding of E and O's. This has then developed into learning bags with props, resources, and card for each book.
4. Feedback led to an adaptation of book bags that were age and stage appropriate to Under 3s learners.
5. Some practitioners have become our WFL champions and continue to model to others the contents of a high-quality WFL experience.

Moderation & Assessment

Our approach to moderation activities this session involved:

- Reporting – Analysing June N5 CFE declarations and P1 base data.
- Planning – P1 teachers/DHT and EYO practitioners sharing approaches to the golden thread of planning and providing literacy rich learning spaces. Playroom and classroom visits and feedback.
- Evaluate – Learning consultations have focused on progress and next steps in learning to ensure pace of learning.

Main Findings

1. Main findings – Most (90%) practitioners made accurate CFE declarations for June 22' N5 reports.
2. GT -Baseline data shows that children were within the national average or above for concepts about print, reading and vocabulary. However, there was a drop for letter recognition, repeating words and matching symbols and shapes (letter formation). Input on letter recognition required across both settings, Input on letter formation required across both settings
2. FI - Baseline data shows that children were within the national average or above for repeating words and matching symbols and shapes. However, there was a drop for letter recognition, concepts about print and reading and vocabulary
3. Staff were able to track the golden thread through their own and peers intentional/responsive planning, individual planning, learning walls, floor books and PLJs
4. As well as being able to see the golden thread of learning through planning, staff have a clearer understanding of how everything that we do ensures all children are making progress.

Takeaways/Actions

1. Input on significant observations – language of learning and language of progression included in staff update.
3. PLJ stations with language of learning, language of progression
4. Input on the communication high 5 .

Impact:

Reflection on progress and impact has been evaluated through significant observations of children, analysis of CFE declarations, self-evaluation on 2.3 as well as parent, practitioner and professionals' views gathered from questionnaires and focus groups.

The workshop for literacy approach improved practitioner's knowledge and understanding of the curricular pathways for literacy. Enabling intentional promotion and responsive planning of high-quality play experiences to develop children's skills in language and literacy. The development of innovative book learning cards/bags linked to literacy skills progression and learning through play ideas for all curricular areas, ensured that children were accessing the broad general education. This well considered and creative approach engaged children's imagination, enriched play and ensured progression for all learners.

Practitioner view - "The book learning cards have helped to create a user-friendly approach to planning for literacy experiences, raising the profile of the various skills available through the E&Os to ensure breadth across the literacy curricular area."

Practitioner view – "The book plans have been helpful for practitioners to develop ways in which we can cover different CfE outcomes through a variety of story experiences - these variety of experiences/activities on the book plans have considered different ages and stages of children which I think is inclusive and ensures we are providing all children with challenge. It would be good to continue to develop and share ideas."

Practitioner view - "Literacy book plans have allowed me to make more detailed literacy observations instead of repeating myself to show progression."

Quality assurance activities led to whole school improvements in our learning environments, that includes literacy rich learning spaces indoors and outdoors, understanding of the role of the adult to provide quality interactions with effective questions, skilful use of the communication high 5 and quality experiences that stimulate curiosity and provide challenge.

All (100%) practitioners agreed professional learning on the communication high 5 approach refreshed and embedded practitioners' skills to support the development of language & communication.

Moderation has increased practitioners' confidence in arriving at valid and reliable decisions on learner's progress and achievement of a level. Enabling understanding of the learners' early level journey from learning through a play environment in ELC and playful pedagogy in P1. **The main conclusion: the learner's journey should continue with the effective use of curricular trackers to inform next steps; it is important to model early correct letter formations and letter sounds to form positive habits. The golden thread of learning walls, intentional promotion planning and responsive planning and using the language of learning enabled children to develop understanding of themselves as learners.**

Most (81%) of practitioners agreed professional learning on the workshop for literacy approach has increased practitioners understanding and confidence of making significant observations related to the early level CFE curricular trackers in PLJs

Data: The majority of N5 children are working within Early Progressing across all areas of literacy, with an average of 66% for listening and talking, reading and writing. Although this does not meet our stretch aim of 75% all children have made progress and we have seen an increase from June 22'. The context of our children is reflected in the data as all children currently working within Early Initial Engaging are receiving intensive support and have a support plan in place.

The majority of N5 children scored green for e-lips 56% for doing, 54% for understanding and 50% for saying again this reflects the context of the children.

Feedback from practitioner learning consultations: In almost all playrooms the impact of a consistent approach is evident in the breadth of literacy skills that the majority of children are demonstrating, and the experiences provided are helping fulfil their potential. Throughout the planning cycle in all playrooms there is a consistent focus on literacy experiences ensuring breadth of the literacy curricular area (2.2) and that there is differentiation of learning, so all children are making progress (3.2). Information from learning consultations is shared with parents a termly progress chats.

Most (90%) of parents/carers agreed, I receive helpful feedback about how my child's learning and developing at nursery.

Next Steps:

To sustain a literacy rich learning environment indoors and outdoors incorporate the literacy audit checklist into the **quality assurance calendar**.

To build on practitioners' confidence in reporting a level, engage in **moderation** activities that evaluate reporting across the early level – focusing on CFE declarations, learning environments and approaches to learning, teaching and assessment in numeracy.

To **embed** understanding on the literacy skills progression provide further professional development opportunities to create and replenish book bags created. A list of high quality resources supporting quality story telling.

Further develop **parent engagement** with lending library - possible parent volunteer to update, change, ensure inviting space.

Share innovative approach as part SEIC pedagogy pioneers.

Improvement Priority Session 2022 – 2023

Priority 2 – Nurturing Relationships - To embed the nurturing approaches for **all pupils** focusing on **family learning and wellbeing, equality and inclusion** through a range of universal and targeted experiences to increase the % of children with wellbeing of 4+ from **N5 – 76% to 85%**

| | | | | | | |
|--|----------------|---|---|--|-----------------------------|--|
| NIF Priority <ul style="list-style-type: none"> Improvement in children's health & wellbeing. NIF Driver <ul style="list-style-type: none"> Parental engagement Assessment of children's progress | | | HGIOELC Quality Indicators <ul style="list-style-type: none"> 1.3 Leadership of change 2.4 Personalised support 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress | | | |
| Has this priority been: (please highlight) | Fully Achieved | ✓ | Partially achieved | | Continued into next session | |

Progress:

Professional Learning: UNCRC, Wellbeing & The Promise

All practitioners participated in a wellbeing masterclass which focused on the wellbeing indicators UNCR, corporate parenting and the Promise.

Takeaways/Implementation of agreed actions

- Increased awareness of UNCRC and The Promise resulted in intentional promotion planning of experiences that promoted children rights to survival, development, participation & protection.
- Increased awareness of the wellbeing indicators led to changes to the approach of monitoring the wellbeing of individuals I.e. fortnightly monitoring of each child as a playroom team incorporated into care needs overview tracker.
- Targeted support Incorporating the Promise - Foster and kinship carers were offering education support meetings, considering each child and family holistically – additional supports have been made available to support placements e.g. adjustments to session times, holiday spaces offered.
- As part of our Learning with Care strategy all care experienced children received resources to enhance wellbeing and learning through play at home.

Professional Learning: Trauma Informed Training

Four members of our team attended the trauma informed inputs from the pedagogy team and benefitted from a leadership opportunity to cascade training to all our staff during a collegiate session. Key points: Trauma can impact brain development, can impact on memory, can trigger in the moment responses to sensory triggers. The window of tolerance can help us to recognise distress and guide emotional regulation.

Takeaways/ Actions

- Professional dialogue related to trauma informed principles resulted in changes to our spaces, interactions, and experiences.
- Developed practitioners understanding of connection seeking behaviour as opposed to attention seeking behaviour.

Leadership of Learning: Nurturing Relationships

To provide practitioners with opportunities to lead their own professional learning and share experience, working parties were created related to an area of ELC pedagogy. This practitioner enquiry approach encompassed creating a sway presentation to share as part of SEIC pedagogy pioneers, video blurb for our curriculum rationale and a talking mat that focused on key documents, strengths, triangulation of evidence and next steps.

Takeaways/Implementation of agreed actions:

- Key messages shared with all practitioners: All behaviour is communication – underlying factors that contribute to unexpected behaviour include biological, emotional, cognitive, social and prosocial factors. A consistent approach by all adults is required to reduce the curve of heightened behaviour. Supporting

children to recognise & name emotions to enable the development of metacognition skills to go from the freeze, flight, fight part of the brain to the thinking part of the brain, to make a choice to self-regulate.

- Development - To support children's emotional wellbeing an approach was developed that incorporated the curve of heightened behaviour from educational psychologist de-escalation toolkit into our curriculum rationale. Focusing on what we can do in our spaces, interactions and experiences to prevent, deescalate and restore behaviour. This was incorporated to create a Nurturing Relationships Grid & Toolkit with the aim of practitioners using as a reflection tool.
- We have devised an ELC proactive behaviour management plan that uses a simple traffic light system to reinforce the importance of consistency of strategies used by staff. The PAMP recognises the importance of knowing children as individuals and that for each child heightened behaviour may look, sound or feel very different. Therefore, the way in which staff need to respond to children will be responsive and adaptable.
- Fortnightly individual child meetings developed to incorporate wellbeing indicators and highlight focus UNCRC children's right.

Family Learning Strategy

Consultation & planning with stakeholders

Parents were welcomed back into our nursery building this year after a 2-year period of dropping off and collecting children at the door. Prior to this most family learning that occurred had been outdoors or virtually via Teams. Our approach initially focused on cuppa chats and stay and plays focusing on building relationships in a welcoming nurturing environment. Through gathering views and feedback from parents our family worker was able to co-produce a termly what's on of groups and events that was responsive to the needs and requests of our families.

Implementation of planned actions

Our Family learning strategy evolved in response to understanding the impact of the cost-of-living crisis and ongoing recovery from the pandemic on children's play, learning and social experiences. Our aim was to support family wellbeing by ensuring that all relevant support available for children and families is accessed.

Our Family learning strategy now includes universal and targeted family support and family learning opportunities:

- **Financial support/advice** - Resources, information, and advice in a safe space from a range of partners. Boosting budgets, cosy kingdom, social security, holidays on a budget. Relationships built and now parents are eager for organisations to come and share information. Majority of families attending Cuppa Chat regularly have gone on to attend other family learning groups. Fair Share is accessed by families in both Fair Isle buildings, parents have shared they can access this without feeling judged.
- **Well-being opportunities** – To benefit emotional and physical wellbeing - yoga, mindfulness, garden club, couch to 5k, circuits, cuppa chats.
- **Classic family learning** Tailored to the needs of each setting e.g. PEEP, Book bug, sensory play, language and communication group.
- **Targeted support** – Baby massage, language & communication strategies, library, visits, holidays on a budget, top tips sessions, Education Review meetings and one to one support from our Family Worker.
- **Attendance monitoring** - Establish habits and routines of attending education, supportive phone calls and learning at home packs to ensure engagement when children are not able to attend nursery e.g. hospital stays.
- **Partnerships** – Market Day, parents have access to free items accessed through The Big Hoose Project, supporting parents financially by providing household items, personal care items, clothes, shoes, and toys.
- Under 3s Network is an opportunity to raise and discuss practice issues, visit other services generating ideas and offer peer support. This, in turn, supports the development of high-quality provision across the Kirkcaldy locality. Focussing on themes in Realising the Ambition practitioners have discussed and shared what the components of a high quality under 3's environment is, engaging in professional dialogue and reflecting on their practice.

Impact:

A change to how we monitor individual children's wellbeing has improved our approach to personal planning, taking account of the wellbeing indicators. This involves effective use of information sharing by parent/carers by staff to promote consistency and care. Through significant observations, progress and achievements are recognised and enhanced. Any additional supports such as resources, specialist or experiences are identified and actioned. This highly responsive approach ensures children are developing and learning to reach their potential and flourish.

Almost all (95%) practitioners agree changes to the approach of monitoring the wellbeing of individuals ensures that supports and strategies to support the holistic development of all children can be put in place effectively to ensure progress in learning and all care needs are met at the right time by the appropriate professionals.

Practitioner view - "Completing individuals on a fortnightly basis as a whole team is so beneficial. It means all staff are aware of any concerns/strategies that are being discussed/put forward, meaning all staff can take the same consistent approach."

Staff are knowledgeable about the potential impact on children of adverse childhood experiences and can implement supports to using the curve of heightened behaviour to prevent, de-escalate and restore emotional wellbeing. *Children experience warm, caring, and nurturing approaches to support their overall wellbeing*
Staff recognise daily routines as a rich opportunity to promote close attachment

- In all (100%) playrooms there is a **Calm area & calm resources** for pupils.
- The majority (62%) of practitioners strongly agree they **confidently use the sensory toolkit**.
- The majority (70%) of practitioners feel confident using **proactive behaviour management plans**.
- Children are observed to be able to **recognise and name emotions and are using self-regulation strategies**.
- Almost all (90%) of N5 children have **Leuven scores of 4 or above for wellbeing**.

Almost all practitioners strongly agree adopting a consistent approach to support children's emotional wellbeing reduces the curve of heightened behaviour e.g. preventative strategies, use of calm areas & resources, proactive behaviour management plans and restorative chats.

Practitioner view - "Understanding the curve of heightened behaviour and fight, flight, freeze and collapse have helped my practice of helping children self-regulate. It has given me more insight into the signs of each stage and how this may present on individual children."

Family Learning Strategy

Majority (50%) of parents who attended Cuppa Chat went on to attend further family learning opportunities with their child.

"Nice friendly environment to talk other parents."

"I really enjoyed the opportunity to support other people, it's been an amazing experience."

"The groups have been a massive positive happy part of my nursey experience and will be missed massively."

Majority (58%) of parents and carers accessed our free Market Days.

"Thank you for such a kind hearted, nurtured event."

"This was so good, great for families, especially with the cost of living."

Most (87%) parents who signed up for transition PEEP attended every session.

"Its made me try a few things at home, it's a great group for children."

"It helps us prepare for school."

All (100%) parents felt Boosting Budgets supported them to have a greater understanding of budgeting where to seek support if needed.

All (100%) of parents feel they have more self confidence after attending Boosting Budgets.

"I learnt valuable skills."

"It's good to share useful information with other parents."

As part of our approach to attendance monitoring, we implemented a new Non Attendance Monitoring Policy which has identified the top 5 barriers for absence - informing advice and support available resulting in increased engagement with families, liaising with relevant professionals, learning at home and increased attendance for a few children establishing a positive ethos and habits towards education for our families.

Most (89%) children are attending and engaging with early learning experiences.

Partnerships

Partnership working - Partnership working resulted in building relationships and network to support families recovery from the pandemic to improve outcomes for children & families - market days, cuppa chats, wellbeing stalls.

All practitioners attending the Under 3's Network want it to continue next year.

All parents (100%) who attended the Cuppa Chat with Cosy Kingdom went on to receive individual support.

Next Steps:

To continue to share our practice with the parents and offer more family learning to reflect the importance, that all behaviour is communication, how to support children to name and regulate their emotions.

Nurturing Relationships Grid & Toolkit

Continue to monitor children's wellbeing indicators through individuals involving parents and practitioners holistic view of the child.

Quality assurance - Next steps are to continue professional dialogue relating to the trauma informed principles at individual child planning meetings to imbed them into everyday practice. Consider trauma informed principles when reviewing our spaces or planning interactions and experiences.

Wellbeing experiences outdoors - Setting up a calm area and experiences outdoors.

Attendance - continue to use top five reasons for absence to inform family learning strategy and support available for families.

Family learning strategy - family learning opportunities to be available throughout the holidays to maintain positive links with families.

Lunch/Snack - Continue to develop mealtime experiences to develop independence, social, choice, and homely environment

Evidence of significant wider achievements

Children, parents/carers and practitioners **transitioned to a new learning environment** when our Appin crescent building opened in November 22. Children effectively contributed to the new environment with art work, organising of resources and providing feedback. A sense of community developed social skills between the 2 building with playdates and use of digital technology to communicate with friends.

In order to make it equitable for all **family's access to books**, we supported almost all (95 %) of our families to join the local library, encouraging a love for reading and promoting the importance of books in early literacy development.

Garden committee made up of children, parents and practitioners – planted a new tree and wild flowers, creating habitats for local animals, appreciating the world around them and stimulated conversations about looking after the environment.

Preparing and planning for the **King's Coronation** developed skills in working with others, sharing, ideas & opinions. Making decisions on how to create and decorate a crown developed creativity and developed using technology for research skills. Working together to problem solve, research features, source materials and explain their thinking.

A cohort of children worked together to plan and create an **obstacle course**. Involving a range of materials and resources. This led to the entire nursery participating in a sponsored Obstacle course event. Children participated according to ability demonstrating skills in running, jumping, balancing, throwing and skipping. Parent/Carers were invited along to celebrate the children's personal achievements.

Learning Partnership - Strengths and Areas for Improvement

Key Strengths

Playroom observations

- Warm, caring interactions from all practitioners, supporting learning inside & outside.
- Staff confident in talking about the golden thread and linking to the 8 curricular areas (BGE).
- Evidence of children's work. WFL evident in a variety of activities and learning experiences, literacy rich environment indoors. Numeracy activities evident in the garden (number logs). Children keen to share their learning.
- Staff ownership and involvement in sharing learning with parents, planning and individual's overview. Parental voice evident in PLJ. Idea – add parental voice to wellbeing individuals.
- Literacy rich environment, children engaged in learning and following interests.
- Children keen to share their learning through PLJs.

Practitioner focus groups - A committed, and enthusiastic staff team focused on improving outcomes for all children. A range of leadership opportunities and focus groups (working parties) have supported staff to lead improvements. Staff sharing impact of quality assurance activities that reflect on and improve practice – very clear on the nursery improvement journey with reference to QIs.

Parent focus groups - Words used to describe the Nursery were Friendly, Caring, Inclusive, Fun, Welcoming, Inviting and Fun. All parents accessed and were aware of the supports on offer both Universal and targeted

Areas for improvement

1. Attendance data – capture participation/engagement for those children that we send learning at home cards to.
2. Wellbeing of individuals - Parental voice - Highlight on Individual planning of next step has come from parent e.g., toilet training to show parental engagement
3. Learners age stage - Ensure focus on learning is age /stage appropriate with concrete as opposed to abstract resources. Professional dialogue & development: sensory WFL – Under 3s
4. Literacy Outdoors, continue to develop outdoor space to mirror literacy rich indoor space. Action taken: Nursery Development: Reflection of 7 areas of outdoor core provision and action.
5. Share practise – Open Night/Twilight/collaborative – Golden thread/ Nurturing relationships/ WFL – term – impact mats.

| NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery) | | | | |
|---|------------|------------|-----------|---|
| Quality Indicator | 2020 -2021 | 2021- 2022 | 2022-2023 | Inspection Evaluation (since August 2022) |
| 1.3 Leadership of change | 5 | 5 | 5 | |
| 2.3 Learning, teaching and assessment | 5 | 4 | 5 | |
| 3.1 Ensuring wellbeing, equity and inclusion | 5 | 5 | 5 | |
| 3.2 Securing children's progress | 5 | 4 | 5 | |

| Care Inspectorate (within last 3 years) | Grade (if applicable) | | |
|---|-----------------------|------------|-----------|
| | 2020 -2021 | 2021- 2022 | 2022-2023 |
| Quality of care and support | 5 | | |
| Quality of environment | 5 | | |
| Quality of staffing | 5 | | |
| Quality of leadership and management | 5 | | |
| | Jan 19 | | |

Headteacher __Mary McKay_____

| National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. | | | | |
|---|--|--|---|---|
| Focused Priority 1: Numeracy experiences & progression: Improve the numeracy skills of all N5 pupils through a range of universal and targeted experiences to increase the % of children who are working within early progressing from 57% to 75%. | | | | |
| HGIOELC Quality Indicators 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching & assessment | | | HGIOELC Quality Indicators 2.4 Personalised support 2.7 Partnerships 3.2 Securing children's progress | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>High quality appropriate early numeracy experiences are used to promote and enhance learning 3.2</p> <p>Family Learning opportunities help parents to understand the significant impact of the home learning environment at all stages of their children's education. They recognise and make the most of everyday learning opportunities.</p> | <p>SEIC Research School – Practitioner Enquiry Question. <i>Can we use expressive art experiences to support progress of numeracy skills in our ELC setting?</i></p> <p>Practitioner enquiry - Plan do Exemplar – incorporate into intentional promotion planning numeracy & expressive arts experience. Parental participation & engagement</p> <p>Showcase of learning - reflection and sharing floor books record of learning journeys, keys thought and ideas.</p> | <p>Practitioner enquiry Leads: Keri, Jodie & Caitlin & Lisa & EYOs</p> <p>Working Party 1 <i>Can we use expressive art experiences to support progress of numeracy skills in ELC</i> experiences indoors & outdoors</p> <p>Working Party 2 <i>Can we use expressive art experiences to support progress of numeracy skills in ELC -</i> Parental participation & engagement experiences</p> | <p>Practitioners Views - Practitioner baseline information knowledge and understanding of conceptual numeracy, curricular pathways, expressive arts and, confidence in reporting a level.</p> | <p>Term 1</p> <ul style="list-style-type: none"> Practitioner baseline Masterclass - Progression & tracking Conceptual Numeracy 1 <p>Term 2</p> <ul style="list-style-type: none"> Moderation 1 Moderation 2 Conceptual Numeracy 2 Conceptual Numeracy 3 |

| | | | | |
|---|--|--|--|--|
| <p>All Practitioners make confident judgements about children's progress and this is shared and agreed through appropriate discussion. 3.2.</p> | <p>Moderation & assessment ELC & P1 working collaboratively with Fair Isle PS,</p> <ol style="list-style-type: none"> 1. Moderation 1 - Data Analysis - comparing N5 CFE June 23 with P1 baseline for numeracy – analysis themes strengths, gaps 2. Moderation 2 – Planning - Numeracy rich learning environment learning through play experiences– P1 /P2 3. Moderation 3– Sharing approaches to planning numeracy experiences through expressive arts in early level | <p>Moderation & Assessment ELC & P1 Lisa, Keri, DHT Fair Isle PS, DHT Sinclairtown PS</p> <ol style="list-style-type: none"> 1. Lisa & Keri Masterclass – context data, sways, talking mats, activities and professional dialogue | <p>Parents Views – parent questionnaire, parent forum</p> <p>Data</p> <ul style="list-style-type: none"> - Comparison of data N5 /P1 2122, 2223, 23, 24 - Children data - % of children who are reported at early progressing in numeracy <p>Direct observation - using ITERS & SSTEWS scale</p> <p>Direct observation – intentional promotion planning & significant observations in PLJs</p> | <p>Term 3</p> <ul style="list-style-type: none"> • Moderation 3 • Plan do • Plan do • Plan do Res <p>Term 4</p> <p>Research school showcase of learning journey . Practitioner enquiry questions talking mat</p> |
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|--|--|--|--|--|
| <p>High quality appropriate early numeracy experiences are used to promote and enhance learning 3.2</p> | <p>Professional Learning inputs: ELC Conceptual Numeracy</p> <p>Collegiate 1 Section 1: Introduction to Conceptual Numeracy Section 2: The Principles of Counting</p> <p>Collegiate 2 Section 3: Subitising & Partitioning Section 4: Spaces, Interactions, & Experiences</p> <p>Collegiate 3 Section 5: Additional Resources Section 6: Reflection Questions</p> <p><i>Collegiate 4</i> <i>Professional reading & dialogue: Education Scotland – Numeracy through expressive arts</i></p> | | | |
| <p>Ongoing Evaluation</p> <p>7 collegiate 2 working parties Data Observation Views Nursery events</p> | | | | |
| <p>This should be updated as part of on-going cycle of self-evaluation</p> | | | | |

| National Improvement Framework Priority: Improvement in children's health & wellbeing Improvement in attainment, particularly literacy and numeracy. | | | | |
|--|---|--|--|--|
| Focused Priority 2: <i>High Quality Outdoor Learning: Experiences, Participation & Progression: Improve outdoor learning experiences for all children I.e. U3, N4 and N5 by planning opportunities using the wellbeing indicators where children are actively involved in leading play and learning.</i> | | | | |
| HGIOELC Quality Indicators | | HGIOELC Quality Indicators | | |
| 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching & assessment | | 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion. 3.3 | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>High quality experiences outdoors - Focusing on the role of practitioners in scaffolding learning outdoors by applying the wellbeing indicators to planning.</p> <p>Intentional promotion & responsive planning - through a balance of spontaneous and planned high quality experiences that promote children's choice and independence.</p> <p>High quality observations and skilled interactions promote children's creativity and curiosity Effective use of questions extends children's thinking,</p> | <p>Professional Learning to improve and inform all learners outdoor experiences</p> <ol style="list-style-type: none"> 1. Outdoor experiences from Sharon Faulkner team 2. ELC Website – My world outdoors 3. ELC Website : wellbeing indicators 4. Looking outwards to outdoor settings <p>Professional Dialogue planning and developing high quality ELC outdoor experiences</p> <ol style="list-style-type: none"> 1. Working party: Outdoor experiences : Fire pit, transient art, loose part, | <p>Sharon Faulkner</p> <p>Professional Dialogue leads – seniors</p> <p>Jill, Denise lead , seniors</p> | <p>Views - Pre and post baseline questionnaires planning and delivery of high-quality learning experiences outdoors Views – co production of family learning activities from parent focus groups termly.</p> <p>Data – Significant observations of literacy and numeracy experiences outdoors . An increase in Health and Wellbeing, Science and Social Studies CFE experiences included in fortnightly planning cycle.</p> | <p>Term 1</p> <ul style="list-style-type: none"> • Inset day – outdoor experiences • ELC collegiate my world outdoors • ELC wellbeing indicators • Establish working parties • Consults and engage parents /carers <p>Term 2</p> <ul style="list-style-type: none"> • Looking outwards |

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| <p>widen's their skills and consolidates their learning through play</p> <p>Literacy & numeracy rich play-based spaces outdoors that offer differentiated learning experiences that stimulate curiosity, creativity and challenge</p> <p>Children's experiences are enhanced through strong connections to their own and wider communities 1.3</p> <p>Pupil Participation in understanding and caring for the environment</p> <p>Parental engagement sense of community</p> <p>Family learning promotes equality and diversity. Approaches seek to include all, especially those who may face barriers. 2.5.</p> <p>Family learning opportunities help parents to understand and make the most of everyday learning experiences.</p> | <p>den building, community trips library museum, woods, beach Wellbeing indicators and linked to BGE. Working towards a talking mat</p> <p>Outdoor learning policy</p> <p>2. Working Party 2: Eco schools' development and accreditation of Eco flag Action plan</p> <ul style="list-style-type: none"> • Climate • Biodiversity - bug hotel • Health Living - allotment <p>NURSERY EVENTS</p> <ul style="list-style-type: none"> • Eco fortnight, World Earth Day, One Planet Picnic <p>Family Learning Strategy</p> <ul style="list-style-type: none"> • Parental participation in a range of family learning experiences that promote well-being, learning through play and contribute to the nursery community. | <p>Kerry, Linda EYOS lead</p> <p>Caitlin & Toni</p> | <p>Direct observation – using the ITERS & ECERS scale</p> <p>Outdoor experiences talking mat</p> <p>LP – Feedback from learning partnership in quality of outdoor experiences, spaces and interactions.</p> <p>Observation : 2.3 learning teaching and assessment outdoors</p> | <ul style="list-style-type: none"> • Cascade training • Working parties' development <p>Term 3</p> <ul style="list-style-type: none"> • Implementation of nursery outdoor experiences • Learning Partnership • Sharing at inset day <p>Term 4</p> <ul style="list-style-type: none"> • Implementation of nursery outdoor experiences |
| Ongoing Evaluation | | | | |

This should be updated as part of on-going cycle of self-evaluation

4 Collegiate
2 working party
Views
Data
Observation
Nursery events
Family Learning Strategy

