

# ***Foulford Primary School***



**School Improvement Plan**

**Session 2023-2024**

***Achieving Excellence and Equity***

**Priority 1: To develop and implement a consistent approach to de-escalation across the School**

*Continuing with the work that we started last session*

**National Improvement Framework Priority:** Improvement in children and young people’s health and wellbeing leading to improvement in attainment

**National Improvement Key Drivers:**

**HGIOS4 Quality Indicators**

**Key QIs:** 1.2 Leadership of learning; 1.3 Leadership of change; 3.1 Ensuring wellbeing, equality and inclusion; 2.4 Personalised support;

**Linked QIs:** 2.3 Learning, teaching and assessment 2.5 Family learning; 2.7 Partnerships; 3.2 Raising Attainment

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success <i>(Triangulation of Evidence)</i>
All children will have access to universal supports to enable them to self-regulate.	1. Professional learning sessions for all teaching, early years and support staff to critically review key policies and documents that underpin a nurturing approach and de-escalation approaches - e.g. Circle Toolkit, De-escalation PL pack, Resilience Toolkit, Cognitive Assessment Tool, Fife Positive Relationships and Behaviour Policy, Emotion Works.	Jac Niven and working group	September – December 2023	<p><b>Data</b> Moderation Activity Outcomes Long term planning Medium term planning Attainment Data</p> <p><b>Observation</b> SLT, LP and Peer class observations Jotter sampling</p> <p><b>People’s Views</b> Pupil Sampling using emotion works language Staff Questionnaire Parent Questionnaire</p>
All children with an identified social, emotional or mental health additional support need will have access to additional and/or intensive supports to ensure their needs are met.	2. All staff to understand the Emotion Works progression to be used across the school to support discussions about recognition of emotions, recognition of body sensations, recognition of actions and other strategies that could be used	Jac Niven	August 2023	
An increased number of children will be able to identify their emotions and be able to identify strategies that will help them regulate.	3. All staff to have an agreed shared expectation for behaviour within the class and playground setting. This will embed the revised values and will be shared with children and families. It will be visible in all classes.	Jac Niven and all staff	August 23	
	4. To create a universal list of supports, that will be available in all classrooms to help children regulate their emotions.	Jac Niven and all staff	September 2023	
	5. Review de-escalation audit and create a questionnaire to gather views of pupils, staff and parents.	Jac Niven and all staff	September 2023	

<p>All staff will have a clear understanding of their role and responsibilities in providing additional and intensive supports to ensure all children receive their entitlement to a high-quality learning experience.</p> <p>Parents and Carers will feel more confident in supporting their child to recognise and regulate their emotions.</p> <p>All staff will feel more confident in supporting children to de-escalate.</p>	6. Create an action plan and identify key priorities for improvement for this session.	Jac Niven and all staff	October 2023
	7. To create an additional list of supports, that staff can use to support children to regulate their own emotions.	Jac Niven and all staff	November 2023
	8. Professional learning opportunity for all staff to learn about Regulate, Relate Reason and to engage in professional dialogue to identify how this could be used alongside Emotion Works.	J Niven E Laranja	November 23
	9. Professional learning opportunities for staff to share successful approaches using emotion works and universal supports.	All staff	September 23 – June 24
	10. All staff to use RSHP online resource to support delivery of how to maintain positive relationships and develop emotional literacy.	All Staff	August – June 2023
	11. To review and update the Positive Relationships and Behaviour Guidance and Anti Bullying Guidance and share with parents	Jac Niven and all staff	December 23
	12. To use relational approaches to engage in a model for improvement	All staff and Education Support Team	January – June 24
	13. To communicate with parents about how they can support their child emotional wellbeing at home using Emotion Works	Jac Niven	April 24
	14. Children are able to use emotion works scripting to name emotions, recognition and describe body sensations, recognition of actions they have used and other strategies that could have been used.	All Staff	Sampling children Dec 23 and May 24

**Ongoing Evaluation**

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**SCHOOL - Priority 2: To ensure all learners are experiencing a broad general education**

**National Improvement Framework Priority:** Placing the human rights of every child and young person at the centre of education; Closing the attainment gap between the most and least disadvantaged children and young people

**National Improvement Key Drivers:**

**HGIOS 4 Quality Indicators**

**Key QI: 2.2 Curriculum; 2.3 Learning, Teaching and Assessment**

**Linked QIs: 1.2 Leadership of Learning; 1.3 Leadership of Change; 3:1 Ensuring Wellbeing, Equity and Equality 3.2 Raising Attainment and Achievement**

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success (Triangulation of Evidence)
All children will have the opportunity to engage in all curricular areas within the BGE	1. Professional learning sessions for all teaching staff to research key policies and documents that underpin a broad general education and curriculum <i>e.g.</i> , <i>Building the Curriculum 5</i> , <i>HGIOS 4</i> , <i>Refreshed Narrative for CfE</i> , <i>Spotlight Paper</i> , <i>Fife Curriculum Professional Learning (GLOW)</i> .	Wendy Kerr	September 23	<p><b>Data</b> Moderation Activity Outcomes Long term planning Medium term planning Attainment Data</p> <p><b>Observation</b> SLT, LP and Peer class observations Jotter sampling</p> <p><b>People's Views</b> Pupil Questionnaire Staff Questionnaire Parent Questionnaire</p>
All children will have access to a curriculum that takes account of the 7 design principles	2. Introduction of additional Fife Learning Pathways for Technology, Expressive Arts, Science, RME and 1+2 Languages	Wendy Kerr and Sharon Clark	August 23	
All children will have access to high quality learning experiences planned using the four contexts for learning	3. Identify practitioners to have a focus on one curricular area to become an expert in and share information with others	Wendy Kerr	September 23	
	3. Audit the current curriculum children experience and use to create an action plan for key areas for improvement	Wendy Kerr and all staff	September 23	
	4. Professional dialogue to critically reflect on current processes for long term planning of the BGE and identify and action changes required to improve	All staff during collegiate planning	Start of September 23	
	5. Collaborative learning groups, to critically analyse how the 7 design principles and the 4 contexts are being considered through planning – agree a shared approach for planning	Wendy Kerr and collaborative group leads	October 23	
	6. Collaborative learning groups, to reflect on how to best record/evidence IDL learning experiences – agree a shared approach	Wendy Kerr	November 23	
	7. Gather evidence from parents, children and staff about what our curriculum at Foulford should include.	Wendy Kerr	May 24	

	8. Begin to collate information as to what the Curriculum Rationale at Foulford should include.	Wendy Kerr and Sharon Clark	May 24	
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**Ongoing Evaluation**

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**SCHOOL - Priority 3: To use assessment data effectively to plan appropriate learning experiences for all children to raise attainment in literacy and numeracy**

*Continuing with the work that we started last session*

**National Improvement Framework Priority:** Placing the human rights of every child and young person at the centre of education; Closing the attainment gap between the most and least disadvantaged children and young people

**National Improvement Key Drivers:** Teacher Professionalism; Assessment of children’s progress; school improvement; performance information

**HGIOS 4 Quality Indicators**

**Key QI:** 2.2 Curriculum; 2.3 Learning, Teaching and Assessment; 3.2 Raising Attainment and Achievement

**Linked QIs:** 1.2 Leadership of Learning; 1.3 Leadership of Change; 3:1 Ensuring Wellbeing, Equity and Equality

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success (Triangulation of Evidence)
<b>All children are engaged in learning experiences that are appropriate to their needs.</b>	1. All staff to use the Circle Toolkit audit tool to evaluate how inclusive their learning environment is. Individual action plans will be created to identify next steps.	All Staff	September 23 January 23 On-going for individuals	<b>Data</b> Moderation Activity Outcomes Attainment Data BASE/SNSA Data
	2. All staff to use the Leuven scale frequently (minimum termly), to assess levels of engagement of children within their class. Staff to plan for improvement in levels of engagement.	All Staff	Termly	

<p><b>All staff confidently use assessment data to plan effectively for learning and teaching experiences.</b></p>	<p>3.All staff to critically analyse assessment data from eLips (N5 and P1), SoY and EoY BASE (P1 and P2), SNSA (P4 and P7), Holburn (P4-7), SWST (P4-7) and TRAMS and use this information to support discussions at attainment meetings and to plan for appropriate learning experiences for all children.</p>	<p>All Staff</p>	<p>September 2024 October 2024 December 2024 March 2024 May 2024</p>	<p><b><u>Observation</u></b> SLT, LP and class observations Jotter sampling</p>
<p><b>All staff can use assessment data confidently to make accurate CfE declarations for children.</b></p>	<p>4. All staff to be confident in using Resilience Toolkit; PM Benchmarks; GL Reading Assessment and the Cognitive Assessment Toolkit.</p>	<p>All Staff</p>	<p>May 24</p>	<p><b><u>People's Views</u></b> Pupil Questionnaire Staff Questionnaire Parent Questionnaire</p>

# ***Foulford Nursery***



**Nursery Improvement Plan**

**Session 2023-2024**

***Achieving Excellence and Equity***

**Priority 1: To develop and embed a consistent approach to de-escalation across the nursery, to ensure all children’s wellbeing needs are met.**

*Continuing with the work that we started last session*

**National Improvement Framework Priority:** Improvement in children and young people’s health and wellbeing leading to improvement in attainment

**National Improvement Key Drivers:** Practitioner Professionalism; Parental Engagement; Assessment of children’s progress

**HGIOELC Quality Indicators**

**Key QIs:** 1.2 Leadership of learning; 1.3 Leadership of change; 3.1 Ensuring wellbeing, equality and inclusion; 2.4 Personalised support;

**Linked QIs:** 2.3 Learning, teaching and assessment 2.5 Family learning; 2.7 Partnerships; 3.2 Securing children’s progress

**CI Quality Framework:** 1.1 Nurturing care and support; 1.2 Children are safe and protected; 1.4 Family engagement; 3.1 Quality assurance and improvement are led well 4.1 Staff skills, knowledge and values

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success <i>(Triangulation of Evidence)</i>
All children will have access to universal supports to enable them to self-regulate.	1. Professional learning sessions for staff to critically review key policies and documents that underpin a nurturing approach and de-escalation approaches. <i>(Realising the Ambition, De-escalation PL pack, Up Up and Away, Fife Positive Relationships and Emotion Works.)</i>	Sharon Clark/Angela McCleary and Marie Bremer	September – December 2023	<b><u>Data</u></b> Moderation Activity Outcomes Long term planning Medium term planning Attainment Data
All children with an identified social, emotional or mental health additional support need will have access to additional and intensive supports to ensure their needs are met.	2. All staff to understand the Emotion Works progression to be used across the nursery/school to support discussions about recognition of emotions, recognition of body sensations, recognition of actions and other strategies that could be used	Jac Niven Vicky Bedborough	September 2023	<b><u>Observation</u></b> SLT, LP and Playroom observations PLJ sampling
An increased number of children will have an increased awareness of their emotions and be able to identify	3. To create a universal list of supports, that will be available in all playrooms to help children regulate their emotions.	Angela MCLeary Jac Niven Vicky Bedborough	September 23	<b><u>People’s Views</u></b> Pupil Questionnaire Staff Questionnaire Parent Questionnaire External visitors - feedback
	4. Gather views of staff, parents and children about how we could better support children’s recognition and regulation of emotions.	Jac Niven and Vicky Bedborough	September 2023	
	5. Create an action plan and identify key priorities for improvement for this session.	Jac Niven and Vicky Bedborough	October 2023	



strategies that will help them regulate their emotions.	7. To create an additional list of supports, that staff can use to support children to regulate their own emotions.	Jac Niven and Marie Bremer	Inset November 23	
All staff will have a clear understanding of their role in providing universal, additional and intensive supports to ensure all children's wellbeing needs are met.	8. Professional learning opportunities for staff to share successful approaches using emotion works and universal supports.	All staff	Inset November 23	
	9. To review and update the Positive Relationships and Behaviour Guidance and Anti Bullying Guidance and share with parents	Jac Niven and all staff	December 23	
	10. To communicate in a range of ways with parents about how they can support their child emotional wellbeing at home using Emotion Works	Jac Niven and Marie Bremer Vicky Bedborough	April 24	

**Ongoing Evaluation**

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**NURSERY - Priority 2: To ensure that staff professional learning leads to continuous improvement, impacting on children’s learning experiences and wellbeing**

**National Improvement Framework Priorities:** Placing the human rights and needs of every child and young person at the centre of education

**National Improvement Drivers:** ELC Leadership; Practitioner Professionalism: Parent/Carer Engagement

**CI Quality Framework - Quality Indicators** 1.4 Family Engagement; 2.1 Quality of the setting for care, play and learning; 2.2 Children experience high quality facilities; 3.1 Quality Assurance and improvement are led well 3.2 Leadership of play and learning; 4.1 Staff skills, knowledge and values;

**HGIOELC – Quality Indicators** 1.2 Leadership of Learning; 1.3 Leadership of Change; 2.5 Family Learning; 3.1 Ensuring wellbeing, equality and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success
<p>All staff engage in professional learning that has a positive impact on children’s experiences and wellbeing</p> <p>All staff are using their professional learning experiences to empower parents/carers to support their child out with the setting</p>	1. Professional learning session with all staff about What is Professional Learning? What does it look like? What is our responsibility?	Angela McCleary	August	<p><b>Data</b> Action Plans ELIPS Data</p>
	2. Share overview of SEYO and EYO role. All staff to reflect on their own role profile and identify strengths and next steps?	Angela McCleary	August	
	3. All staff to complete an audit to gather information on previous and planned professional learning and areas of interest	All staff	August	
	4. All staff to work collaboratively to lead an area for improvement across the year.	All staff	August	
	5. All staff to create an audit tool to gather views of all stakeholders for area of development	All staff	October	<p><b>People’s Views</b> Children’s voice Staff Questionnaire Parent Questionnaire Settling in Meetings</p>
	6. All staff to create an action plan with clear outcomes for improvement, which should include family learning opportunities	All staff	November	
	7. All staff to share an update with team on area for development at all staff meetings.	All staff	November February May	

All staff to work collaboratively to lead an area for improvement	8. All staff to engage in professional dialogue about how they have improved their practice as a result of their own professional learning.	All staff – facilitated by Angela McCleary	November February May	Progress Meetings
	9. All staff to gather evidence of impact of area for improvement through children, parent and staff views and written evidence.	All staff – facilitated by Angela McCleary	May	
	10. All staff to engage in professional learning and dialogue around legislation, statutory requirements, national and local guidance and codes of practice – <b><i>Realising the Ambition (Aug); Up Up and Away; New Shared Inspection Framework (Feb); and CI key documentation</i></b>	Angela McCleary	August November February May	
<b>Ongoing Evaluation</b>				

**NURSERY - Priority 3: To use the Up Up and Away framework to support our additional planning for children**

**National Improvement Framework Priorities:** Improvement in attainment, particularly in literacy and numeracy; Improvement in children and young people’s health and wellbeing  
**National Improvement Key Drivers:** ELC Leadership; Practitioner Professionalism: Parent/Carer Engagement; ELC Improvement

**CI Quality Framework - Quality Indicators**

1.4 Family Engagement; 2.2 Children experience high quality facilities; 3.2 Leadership of play and learning; 4.1 Staff skills, knowledge and values;

**HGIOELC – Quality Indicators**

1.2 Leadership of Learning; 1.3 Leadership of Change; 2.5 Family Learning; 3.1 Ensuring wellbeing, equality and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Timescales	Measure of Success <i>(Triangulation of Evidence)</i>
All staff are familiar with the Up Up and Away framework and can use independently to identify and plan appropriate supports for children	1. Professional learning with all staff to become familiar with the Up Up and Away Framework – Break down into one section at a time.	Angela McCleary and Susan Hampton	August November February May	<b>Data</b> Attainment Discussions ELIPS Data
	2. All staff to use the Up Up and Away Framework to collaboratively audit the environment – Feedback to staff and create action plan	All Staff	November	<b>Observation</b> Nursery Observations
	3. All staff to identify a keyworker child who is at risk of underachieving, through not meeting milestones, low eLips score or not engaging in play. Use framework to assess and identify strategies to support them.	All Staff – facilitated by Susan Hampton	November - February	PLJ Sampling Nursery Planning Quality Interactions
	4. All staff to engage in professional dialogue about impact of strategies	All Staff	February	
	5. As a staff, reflect on how we can use this resource going forward and identify any strategies/resources that should become universal supports.	All Staff – facilitated by Angela McCleary	February	<b>People’s Views</b> Children’s voice Staff Questionnaire Parent Questionnaire Settling in Meetings Progress Meetings

**Ongoing Evaluation**

