APPENDIX C - Session 2025-2026 Improvement Plan Kennoway ELC

Education Directorate Improvement Plan: Equality and Equity /Achievement/Health & Wellbeing

Focused Priority:

- Implementation of universal and targeted approaches to support children's wellbeing.
- These approaches aim to promote positive mental health, resilience, and strong attachments for every child, ensuring their wellbeing needs are at the centre of our practice.

Quality Framework

Quality Indicators

Leadership

Staff skills, knowledge, values and deployment

Children Play and Learn
Quality of Interactions

Children are supported to achieve

Nurturing care and support
Wellbeing, inclusion and equality
Children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
As a result of planned professional learning, all practitioners will feel more confident when supporting and nurturing all children within the setting, which will enable our	**Professional Learning Activity** • All practitioners will engage in professional learning on trauma informed approaches.	**Strategic Lead** Denise Rodgers (DHT)	**Data** Up, Up and Away -Risk and Resilience Tool Analysis of eLIPS data	In-Service Days where all staff are required to attend/Wednesday

APPENDIX C - Session 2025-2026 Improvement Plan Kennoway ELC

children to feel well supported, safe and ready to learn within the ELC environment. Most children will be able to recognise, name and understand their emotions and use effective strategies to self-regulate. Identified families will be supported and encouraged to use emotions resources within the home setting where this could have a positive impact on their child's wellbeing.	• All practitioners will engage in training on the use of the Up, Up and Away document to support identifying and planning for targeted children, and the use of the wellbeing tool to assess. • All practitioners will have the opportunity to enhance their knowledge by completing the online module 'Becoming Trauma Informed' and the 'Prem Awareness Fife podcast 'as well as revisiting 'The Promise' and the trauma care experienced children might experience. • All practitioners will engage in professional dialogue using the new Quality Framework Challenge Questions alongside Realising the Ambition. **Enhancing Learners' Experiences** • The playrooms will each have a Calm Corner to promote regulation through the use of sensory resources and a quiet space.	**Operational Leads** Lesley Harrison (Peripatetic Teacher) Sharon Hunter (Early Years Lead Officer) Chloe Hogg (Senior Early Years Officer) Nicole Charletta (Senior Early Years Officer) **Delivered by** Early Years Practitioners	Questionnaire to measure impact **People's Views/Feedback** Practitioners and parents' views on improvement in wellbeing of child-dialogue at Child's Planning Meetings and Parent Chats, Learning Conversations with Practitioners **Observations** Practitioner's observations through PLJ's	night planned activities. Any input given where all staff can't attend, information will be shared. Training will be completed by Term 2 but programmes will continue into Term 4.

	• Practitioners will consistently and regularly use our emotion resources across the setting to talk about feelings and emotions with children. • Practitioners will be confident when using the High 5 strategies to engage with children when enabling them to recognise and discuss their own emotions. • As appropriate, families will be supported and encouraged to use emotions resources within the home setting where this could have a positive impact on the child. **Development of a programme** • A programme will be developed combining universal and targeted approaches, providing children with opportunities to participate in Kitbag, Kodály, and Yoga activities.			

APPENDIX C - Session 2025-2026 Improvement Plan Kennoway ELC

Ongoing Evaluation

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

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/

Focused Priority:

- To provide rich, purposeful opportunities for all children to develop their communication and language skills through high-quality interactions, responsive environments, and planned experiences.
- Practitioners will engage in professional learning to deepen their understanding and confidence in supporting early language and communication. This will include both universal and targeted approaches, ensuring all children, including those with identified language needs, are effectively supported to reach their full potential.

Quality Framework

Quality Indicators

Leadership
Staff skills, knowledge, values and deployment

Children Play and Learn
Quality of Interactions

Children are supported to achieve
Nurturing care and support

APPENDIX C - Session 2025-2026 Improvement Plan Kennoway ELC

Wellbeing, inclusion and equality
Children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All practitioners will be able to recognise when interventions are required to support a child's communication development. All practitioners will be confident in using Singalong to support all children in their communication journey. By providing engaging, language-rich environments and high-quality adult-child interactions, we aim to strengthen all children's language and communication skills across all areas of learning. All children will be supported in their language and communication journey to ensure they reach their full potential.	**Professional Learning Activity** • SaLT will collaborate with practitioners to enhance their knowledge of language development and effective support strategies. • Practitioners will engage in professional dialogue using the new Quality Framework Challenge Questions alongside Realising the Ambition and National Practice Guidance for Early Years Scotland to guide and improve practice across the setting.	**Strategic Leads** Denise Rodgers (DHT) Sharon Hunter (Early Years Lead Officer) **Operational Leads** Lesley Harrison (Peripatetic Teacher) Chloe Hogg (Senior Early Years Officer) Nicole Charletta (Senior Early Years Officer) Vicki Brown (Early Years Learning Leader-Literacy) Speech and Language Team **Delivered by**	**Data** The majority of the children in the identified eLips cohort will show an improvement from their base line scores. The majority of pre-school children will be on track to achieve early level by the end of P1. Practitioners will complete pre- and post-training questionnaires to assess the impact of the SaLT input. **People's Views/Feedback** Practitioners and parents' views on improvement in language and communication skills -dialogue at Child's Planning Meetings and Parent	In-Service Days where all staff are required to attend/Wednesday night planned activities. Any input given where all staff can't attend, information will be shared. Achieved by Term 3

APPENDIX C - Session 2025-2026 Improvement Plan Kennoway ELC

Families will feel more confident and better equipped to support their child's communication development at home, leading to improved language skills, increased parent engagement, and more consistent support between home and nursery.	**<u>Enhancing children's experiences</u>** • Children will be identified in consultation with SaLT who would benefit from targeted support. • Undertake an evaluation focusing on opportunities for children to develop communication skills, in order to highlight strengths and areas of development. • Provide families with resources, guidance, and practical strategies to support their child's communication development at home. **<u>Development of a programme</u>** • Develop a programme for implementing Signalong that ensures consistency across the setting.	Early Years Practitioners	Chats, Learning Conversations with Practitioners **<u>Observations</u>** Practitioner's observations through PLJ's	
Ongoing Evaluation				

APPENDIX C - Session 2025-2026 Improvement Plan Kennoway ELC

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