

(BGE) progression pathways across the Early Level, formalising Nursery-to-P1 tracking profiles and transitions. Children experience a highly continuous, uncompromised learning journey where new experiences are built directly upon their prior achievements and interests. When transitioning into school spaces, such as timetabled gym sessions, children exhibit high emotional security and confidence, taking creative, bold risks in their physical play to actively progress their gross motor skills 3. Daily Responsive Planning The focus will be on further developing child-centred approaches to daily planning, where children are not just participants but are actively engaged in the documentation of their progress.	meetings to ensure learning builds effectively on prior experiences. - Plan timetabled sessions in the school gym hall starting next term to support gross motor development and gymnastics, while increasing children's confidence in the wider school environment. - Prioritise professional learning for staff to develop high-quality, meaningful play experiences that effectively balance child-initiated and adult-led learning across the Early Level. 3. Daily Responsive Planning and Child Ownership - Embed Meta-Skills language consistently into daily planning and interactions so children can explicitly identify the skills they are developing through play. - Further develop child-centred approaches to documentation, where children actively engage with floor books and Personal Learning Journals (PLJs) to share their learning and lead their next steps. 4. Tracking, Attainment, and Targeted Support	SEYO EYDO/AHT SEYO/EYO/AHT/NT AHT/KF	- Audits of accidents/incidents and reviews of medical or wellbeing information. - Self-evaluation using the Quality Framework, updates on improvement plan progress, and monitoring of the impact of shared playroom observations. - Extended Learning Partnerships (ELP) These external reviews provide formal feedback on engagement, pace, and challenge, which will be used to validate internal progress and impact statements. - Results from the Glasgow Motivation and Wellbeing Profile (GMWP) and Leuven's scale for tracking engagement and wellbeing. - Applying the "Circle" Up Up and Away audit methodology to review and adapt playrooms, ensuring they meet the needs of children with additional support needs.	<i>Self Evaluation Learning, Teaching, and Assessment Summary Self-Evaluation (SSE) in November 2026.</i> Term 3 (January–March 2027): Early level cluster moderation through tracking and attainment Self Evaluate using <i>with the Wellbeing, Inclusion, and Equality SSE.</i> Ongoing Monitoring: Provides a simple, weekly, monthly, and termly QA check system (PLJs, monthly wellbeing analysis, 6-monthly care plan reviews) to keep the plan live and responsive.
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Children will take greater ownership of their learning, developing independence and decision-making skills. They will become more capable of discussing their learning and identifying their own next steps. Furthermore, by embedding meta-skills language into these daily conversations, children will be able to explicitly name and understand the skills they are mastering through play Tracking and Attainment The nursery will use a range of data—including eLIPS and internal tracking—to create a robust system for monitoring progress and planning targeted support. Children Are Supported to Achieve Think Equal and Diversity Awareness	• Utilise BASE data and internal tracking to inform nursery practice, ensuring every child receives the "right level" of challenge and engagement. • Integrate ELIPs (Early Learning Individual Plans) and tracking data to identify specific gaps in learning and create precisely targeted support for individual children. • Hold regular progress meetings between keyworkers, Acting Headteacher and parents to discuss requirements for enhanced transitions and shared next steps. • Apply the "Identify the Gap" matrix to monitor the progress of specific cohorts, ensuring equitable outcomes for children affected by socio-economic disadvantage or other barriers	AHT/NT AHT/SEYO/EYO AHT/SEYO/EYO/SFL KA/LR/NT		
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Children will have increased opportunities to promote and celebrate diversity, deepening their early understanding of different races and cultures. This fosters a strong sense of global citizenship and ensures that the nursery environment is a place where every child feels they belong Continuum of Support (CoS) The setting will develop a formal continuum of support to ensure all levels of need are identified, tracked, and supported with consistency. This includes utilizing the "Identifying the Gap" matrix to monitor the progress of specific cohorts, such as care-experienced children or those affected by socio-economic disadvantage. Children will benefit from equitable access to learning opportunities, with interventions precisely targeted to	1. Think Equal and Diversity Awareness - Staff Training: Kirsty and Lorna will attend Think Equal training to support the delivery of the approach within the setting supported by Nursery Teacher.. - Celebrating Diversity: Use these resources to create opportunities for children to promote and celebrate different races and cultures, fostering a strong sense of belonging. 2. Continuum of Support (CoS) and Data Tracking - Formalise Support Systems: Develop a robust continuum of support to ensure that all levels of need are consistently identified, tracked, and supported across the nursery.	DD/AHT All staff SFL/All staff		
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remove individual barriers. A robust system ensures that support is provided at the "right time," allowing all children to make steady progress across all areas of learning Learners will experience continuity in their care and support, as their personalised plans are tailored to their specific strengths and interests both at home and in the nursery. This collaborative approach ensures that families are at the heart of decision-making, leading to better outcomes for the child Children will gain emotional literacy and self-regulation skills, providing them with a common language to discuss and manage their feelings. This enables them to re-engage with learning more quickly after a period of dysregulation, increasing their overall "on-task" learning time	- Targeted Monitoring: Regularly use the "Identify the Gap" matrix to monitor the progress and wellbeing of specific cohorts, including care-experienced children and those affected by socio-economic disadvantage. - All staff to become more aware of levels of support within the nursery and develop confidence in universal strategies e.g. sensory profiling 3. Summaries of Support (SoS) and Family Partnership - Collaborative Documents: Use Summaries of Support as live "working documents," co-created and reviewed in regular connection with families. - Summaries of Support will be utilised as live "working documents," developed and reviewed in close partnership with families to ensure they reflect current needs and achievements. - Robust Evaluation: Closely track children with Summaries of Support to evaluate the impact of	AHT/SEYO/EYO AHT/SEYO/EYO		
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De-escalation and Nurture-Based Relationships Children will feel emotionally secure and trusted, knowing that staff will respond to social conflict or challenges in a kind, calm, and predictable manner. This approach maintains the child's dignity and respect while helping them develop resilience and the skills needed to resolve conflicts positively	interventions on their learning and skills, ensuring feedback informs next steps. 4. Emotional Regulation (Emotion Works) • Resource Implementation: Procure and embed the "Emotion Works" programme. • Shared Language: Introduce "fix-it folders" and common scripting across the nursery to provide a consistent language for emotional literacy and regulation. • Calm Corners: Ensure "calm corners" are effectively established and utilized, allowing children to independently access a safe space to self-regulate. 5. De-escalation and Nurturing Relationships • Professional Learning: Provide further staff training to implement a consistent de-escalation approach that is deeply rooted in nurture-based relationships. • Inclusive Environments: Refresh "Circle Audits" for the nursery environment to ensure spaces are inclusive and equipped to meet the needs of all children,			
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	particularly those requiring additional support. • Implement universal daily wellbeing check-ins enabling children to share feelings or worries confidentially and allowing staff to respond promptly to individual needs			
Ongoing Evaluation				