

Education Directorate Improvement Plan: Equality & Equity, Achievement				
Focused priority: Planning, assessment and moderation of the benchmarks across Literacy, Numeracy and the Broad General Education ensure that learning is effectively monitored and tracked. Achievements for a target group of pupils are tracked, monitored and used to plan next steps through the World of Work profile.				
HGIOS4 Quality Indicators		ELC Quality Indicators		
1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Raising attainment and achievement		Children play and learn <ul style="list-style-type: none"> Learning, teaching and assessment Children are supported to achieve <ul style="list-style-type: none"> Children’s progress 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children in our ELC will experience progressive learning experiences across the broad general education. Individual next steps are identified and planned for.</p> <p>Children have ownership of their learning across the broad general education. Their voice is valued in planning intentional promotions and addressing gaps in provision.</p> <p>All ELC staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum</p>	<p>Professional Learning Activity</p> <ul style="list-style-type: none"> Analysis of attainment over time within trackers will allow us to identify gaps in learning. Address gaps in provision through intentional promotions, observing and reacting to lines of enquiry. Pupil voice in learning central to our Floor Books which reflect the learning happening within the nursery. Partnership working with Freuchie and Falkland nursery to moderate PLJs and trackers for identified individuals. Professional learning on new ELC Quality Indicators within the National Standards focusing on identified indicators within our self-evaluation activities. <p>Review planning and meeting structures</p> <ul style="list-style-type: none"> Implement new planning and staff meeting rotations including medium term planning, 	<p>Nursery teacher and Nursery team Nursery team</p> <p>HT and Nursery team</p> <p>Nursery team HT and Nursery team</p> <p>HT, Nursery teacher and Nursery team</p>	<p>Data</p> <p>Analysis of trackers over time – identify gaps in experiences Analysis of PLJ observations cross-referenced with trackers. Analysis of recent ELIPS data – shared national/local ELIPS data picture as provided by EPs.</p> <p>People’s Views</p> <p>Professional dialogue at staff meetings Impact questionnaires in May – confidence and impact Pupil voice – recorded through floor books.</p> <p>Observations</p>	<p>Term 1, Term 2 and Term 3 analysis and actions identified.</p> <p>INSET day 4</p> <p>January 25</p> <p>From Term 1</p>