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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing | | | | | |
| **Focused Priority:** Children are well supported to achieve, through high quality play and learning across the Early Level. | | | | | |
| **National Criteria 2 2.2**  Health and Social Care Standards: 1.27,2.27,3.13 | | | **Quality Framework ELC** | | |
|  | | | **Learning, Teaching and Assessment**   * planning and assessment * tracking and monitoring | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Staff to plan an appropriate balance of child and adult-led experiences that respond meaningfully to the changing needs and interests of all children  Our staff use assessment information with children and their parents to plan appropriate experiences to help children to continue to make progress and deepen their learning  Staff use very effective systems to monitor, record, evaluate and report on progress across all areas of the curriculum. We involve children and parents/carers meaningfully in this process with children beginning to talk about their next steps. | * Embed use of Quality Indicators to monitor and evaluate progress throughout the session, based on the model of self-evaluation set out in the Quality Improvement Framework * Develop shared approaches to responsive and intentional planning across the Early Level that incorporate the experiences and outcomes of the Curriculum for Excellence, using the Fife Progression Pyramids. * Establish a routine of termly meetings/visits between P1 teacher/PSA and Nursery team to engage in moderation cycle. Share/build skills around high quality observations and quality play pedagogy (Nursery), and Early Level outcomes, pyramids and benchmarks (P1). * Nursery and P1 teams to engage in Block Play Transition Project to build on shared approaches to language of learning, intentional planning and involving children in leading their learning through a focus on STEM. * Establish feedback mechanisms involving parents, carers, children, and staff to ensure the overall effectiveness and continued improvement of the service such as Quick Question time (Elaine) * Support EYOs to know each child as a learner, and to identify next steps to secure progress across the Early Level. * Improve consistency and relevance of PLJ to record children's progress and next steps regularly, using language of CfE and Benchmarks. PLJ to be accessible to all staff and children and referred to throughout the day. PLJ moderation activities. * Schedule regular review meetings to discuss children's progress and adjust plans accordingly * Engage parents and carers in the monitoring process by providing regular updates and seeking their input | NLT to use and embed new framework  PNT and SEYOs to visit other settings to explore planning approaches across the Early Level  EYOs, P1 Teacher  APT and EYDO to deliver training around Block Play Transition Project  Nursery/P1 Teams  NLT  Family learning champion  PNT | | NLT self-evaluation for improvement ongoing cycle linked to QA calendar  NLT monitoring of planning processes to ensure they reflect the children’s interest, next steps in learning with impact of learning recorded and evaluated effectively linked to CFE E’s and O’s.  Termly moderation cycle to document professional discussion and next steps.  Documentation of learning across the early level will show high quality observations and consistency in the use of language of learning and progression to record children’s learning and achievements.  Microsoft Forms survey, Up, Up and Away Numeracy Rich Audit before and after project. Robust analysis of feedback and sharing of findings and follow up actions e.g. You said, We Did, Sways and Seesaw.  Evidence of shared planning, language of learning and children’s involvement in leading their learning through block play transition floorbook.  Through learning conversations staff will be able to demonstrate they know each child as a learner and become more confident to securely predict their achievement across Early Level through tracking and monitoring meetings.  PLJ monitoring against agreed criteria  NLT to monitor 3x a year PLJ My Progress chats with parents/carers to promote continuity in approaches across the team. | August 25 implementation  Termly  Oct 25  Term 2  Term 4  Nov Inset Training  Three times a year to coincide with My Progress Chats  Termly  Three times a year to coincide with Learning Conversations |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |