

Nursery Priority 1: All children’s learning, development and progress will be supported through quality planning, observations and tracking processes

National Improvement Framework Priority	Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children
------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------

LINKS TO HGIOELC	1.3 Leadership of change; 2.3 Learning, teaching and assessment; 3.2 Securing children’s progress
-------------------------	---------------------------------------------------------------------------------------------------

Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Practitioners have a shared understanding of a quality observation. Observations highlight progress and inform next steps.</p> <p>Consistent balance of high-quality responsive and intentional planning, built on children’s prior knowledge and skills, with the child’s voice evident in the learning cycle.</p> <p>Practitioners are familiar and confident with using trackers, and PLJs clearly document progression in learning for all children.</p> <p>Children’s voice is evident, and threads of learning are clear and reflected across observations, planning, PLJs and floorbooks.</p> <p>Children talk about their learning at home and at nursery with increasing confidence, using displays and PLJs.</p> <p>Floorbooks effectively document learning and are used by children.</p> <p>Teachers, EYOs and families work closely to identify next steps, ensuring pace and challenge</p>	<p>Establish a Quality Assurance Calendar</p> <p>Introduce and establish the use of Floorbooks for recording children’s learning through professional learning, using models of good practice and making links with other practitioners/settings</p> <p>Professional learning to develop shared understanding of quality observations leading to development of an observation prompt to promote consistency.</p> <p>Moderation of sample of observations, as outlined in calendar, incorporating coaching conversations.</p> <p>Develop a clear and shared understanding of intentional and responsive planning:</p> <ul style="list-style-type: none"> • using Realising the Ambition to support professional learning • practical weekly support • making links with other EYOs/settings. <p>Develop a range of provocation tools including visible thinking routines (I see, I think, I wonder) and Talking Tubs.</p> <p>Establish ‘Progress and Next Steps’ meetings throughout the session, with clear structure and expectations of roles and responsibilities. Include family ‘cuppa chats’ to co-create targets</p>	<p>Term 1</p> <p>Term1 Aug Inset</p> <p>Term 1</p> <p>Term 1, 2 & 3</p> <p>Term 1 Term 1-3 planning support</p> <p>Term 2</p> <p>Term 1</p>	<p>CM</p> <p>TH & PA (EYDOs)</p> <p>TH and PA (EYDOs) to lead DC (PNT) 1-to-1s with EYOs</p> <p>DC & CM</p> <p>AT (EYPT), TH & PA (EYDOs), DC (PNT)</p> <p>AT (PNT), TH & PA (EYDOs)</p> <p>DC (PNT)</p>	<ul style="list-style-type: none"> • Feedback from EYOs, EYDOs and EYPT on quality assurance processes. • Use of core Quality Indicator graffiti walls (1.3, 2.3, 3.1; 3.2) at key stages in session – how does this show improvement in comparison to May 22 self-evaluation? Use of challenge questions. • Moderation of PLJs termly and evidence of growth and improvement in coaching conversations with EYOs. • Practitioner feedback on impact of professional learning to develop knowledge, skills and confidence with planning; use of floorbooks; quality observations - evidenced through consultations and Microsoft Forms. • Evidence of children’s voice in the learning cycle from intentional and responsive planning and in floorbooks. • Evidence detailed in ‘Our Improvement Journey’ floorbook. • Balance between intentional and responsive planning is evidenced to have improved. • Observations and analysis of children engaged in visible thinking routines. • Parental feedback at cuppa chats

Ongoing Evaluation

--