

# LYNBURN ELC

## IMPROVEMENT PLAN

### SESSION 2025-26



Education Directorate Improvement Plan: Achievement				
Focused Priority: 1. To promote & further develop children's language and literacy skills through their play experiences				
Quality Framework				
<ul style="list-style-type: none"> <li>Children thrive and develop in quality spaces</li> <li>Children play and learn</li> <li>Children are supported to achieve</li> </ul>				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<ul style="list-style-type: none"> <li>All Staff will be familiar with the new Quality Framework and will use this to support effective self-evaluation for improvement</li> <li>All staff will enhance their understanding of the new Quality Improvement document</li> <li>The language and literacy curriculum offer in all playrooms is rich allowing children to</li> </ul>	<ul style="list-style-type: none"> <li>Tour and familiarization of the Quality Framework with all early years staff</li> <li>Select focus Qis linked to current improvement plan as a structure for self-evaluation and familiarization</li> <li>Use of challenge questions to reflect and evaluate practice and improvement priorities</li> <li>Analysis of the language and terms used with children by adults.</li> <li>All staff to engage in ELIPS update training to increase confidence in measuring children's language development through their play</li> <li>Embed and build confidence with all staff regarding language and</li> </ul>	<ul style="list-style-type: none"> <li>PNT, SLT</li> <li>All staff</li> </ul> <p>Cluster PNTS</p> <p>PNT</p>	<ul style="list-style-type: none"> <li>Staff feedback and views through professional discussion/dialogue</li> <li>All staff will have used the framework to support self evaluation and carry out improvement priority work effectively</li> <li>Staff are knowledgeable of the skills progression in literacy.</li> </ul>	<p><b>Term 2</b></p> <p><b>Inset 1 (Aug 25)</b></p>

<p>progress in their learning</p> <ul style="list-style-type: none"> <li>• All children will make progress with their language development</li> </ul>	<p>literacy developmental progressions including pre and early level milestones</p> <ul style="list-style-type: none"> <li>• Staff training to develop confidence in setting next steps in literacy learning for all children</li> </ul>		<ul style="list-style-type: none"> <li>• Staff are skilled in assessing each child's achievements in literacy and planning appropriate next steps in learning.</li> <li>• Staff are skilled in sharing Learners' literacy development and next steps with parents.</li> </ul>	
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<ul style="list-style-type: none"> <li>• <b>High Quality Shared Reading</b> - All children are encouraged to have a love for books which will support and develop attention span</li> <li>• Enhanced comprehension skills, and motivation to participate in shared reading</li> <li>• Children and parents will regularly share stories and rhymes at home and spend quality time together improving children's literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Daily interactive story sessions using high quality texts</li> <li>• During sessions all staff to encourage prediction, sequencing and character discussion</li> <li>• Staff to re-read familiar books to deepen understanding and develop vocabulary</li> <li>• Book at Bedtime</li> <li>• Bookbug sessions as part of Family Learning and Transition programmes</li> <li>• World Book day – themed day with parental engagement</li> <li>• These will provide opportunities for modelling good practice</li> </ul>	<ul style="list-style-type: none"> <li>• EYLO</li> <li>• All Staff</li> <li>• DD, CG, LP, SA, DR, KW, LH</li> <li>• D Roy</li> <li>• R Steele</li> <li>• JP, AG, DD, LH</li> </ul>	<ul style="list-style-type: none"> <li>• Playroom visits</li> <li>• PLJs (observations)</li> <li>• Parents are knowledgeable about rhymes and songs sung at nursery and are able to support them at home.</li> <li>• Most Children are making very good progress in reading.</li> <li>• Collection of data of how many children are receiving stories.</li> <li>• Feedback on routines and parental engagement.</li> <li>• Feedback on Let's Connect Programme (Owls)</li> </ul>	<p><b>Ongoing</b></p> <p><b>Term 2</b></p> <p><b>Term 3</b></p>
<ul style="list-style-type: none"> <li>• <b>Print Rich environment</b></li> </ul> <p>All children will have an understanding that print has a meaning</p>	<ul style="list-style-type: none"> <li>• Integrate print into play indoors and outdoors (eg, menus, shopping lists, names etc)</li> <li>• Signs, labels, displays</li> <li>• Create reading spaces with a wide and varied genre – fiction, non-fiction/fact books, comics, etc</li> </ul>	<ul style="list-style-type: none"> <li>• EYLO/PNT</li> <li>• All Staff</li> <li>• EYDO</li> </ul>	<ul style="list-style-type: none"> <li>• Displays</li> <li>• Staff feedback through professional discussion</li> <li>• Core provision/playroom audits</li> </ul>	<p><b>On-going</b></p>

<ul style="list-style-type: none"> <li>• <b>Rich oral language environment</b> - Almost all children will become confident communicators, supporting and developing phonological awareness</li> <li>• Through core provision planning develop vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to creatively use music, rhythm and rhyme to promote language development - embed Kodaly into daily practice</li> <li>• Embed daily storytelling, nursery rhymes, songs, sign-a-long</li> <li>• Staff to use open ended questions during interactions</li> <li>• Staff to model rich vocabulary and basic sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• EYLO/PNT</li> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Playroom visits</li> <li>• Observations of story telling sessions</li> <li>• Staff feedback through professional discussion</li> <li>• Analysis of ELiPs scores &amp; planning next steps for children based on this evidence</li> <li>• </li> </ul>	
<ul style="list-style-type: none"> <li>▪ <b>Phonological Awareness</b> - Improve children's ability to hear and manipulate sounds which is critical for decoding skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Implement structured play-based phonological activities – rhyming, syllable clapping, initial sound games</li> <li>▪ </li> </ul>	<ul style="list-style-type: none"> <li>• EYLO/PNT</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Playroom visits</li> <li>• Staff feedback through professional discussion</li> </ul>	<b>Term 2</b>
<b>Ongoing Evaluation</b>				

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

**Focused Priority: 2. To promote and develop equity of HWB opportunities to meet the needs of individuals and families**

**Quality Framework**

- Children thrive and develop in quality spaces
- Children play and learn
- Children are supported to achieve

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<ul style="list-style-type: none"> <li>• Our ELC will promote healthy, sustainable eating habits through planned nutrient-dense snacks and making mindful food choices accessible to all children</li> <li>• All staff are confident with new guidance for preparing food/snacks and record keeping reflects this</li> </ul>	<ul style="list-style-type: none"> <li>• Refresher on 'Setting the Table' and 'Fife's Fabulous Food' to all staff</li> <li>• Use the new guidance to ensure nutritional snacks and meals are provided which also meets the cultural need and preferences of all children</li> <li>• Professional reading opportunities across the session, followed by feedback and professional dialogue</li> <li>• All snacks in nursery will align with the food guide's principles</li> <li>• Review Lynburn's Food and Nutrition policy</li> <li>• Liaise with NHS partners to inform staff on how to support families with healthy eating</li> <li>• Revisit approaches and strategies from HENRY training</li> <li>• Create a WAGOLL to ensure all record keeping is accurate and consistent</li> </ul>	<ul style="list-style-type: none"> <li>• HT</li> <li>• PNT/EYLO</li> <li>• All staff</li> </ul> <p>Fiona Lockett (Health Promotion Service )</p>	<ul style="list-style-type: none"> <li>• All staff will have used and referred to both documents consistently to ensure we are working within the principles outlined</li> <li>• Audit and self evaluation carried out to establish staff confidence and impact of professional learning</li> </ul>	<b>Term 1</b>

	<ul style="list-style-type: none"> <li>Use the new V7 and SDR (Specific Dietary Requirements) flowchart to understand the process and procedures for SDR</li> </ul>			
<ul style="list-style-type: none"> <li>All staff are confident with new guidance for administering and management of medication.</li> </ul>	<ul style="list-style-type: none"> <li>Scrutinize the updated guidance from Care Inspectorate 'Management of medication in daycare of children and childminding services'</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>		<b>Term 1</b>
<ul style="list-style-type: none"> <li>All staff will confidently use metaskills language in their planning</li> <li>Staff will become familiar with meta-skills and begin to create opportunities for children to recognize, understand and explore their</li> </ul>	<ul style="list-style-type: none"> <li>As a team explore the 'Metaskills Progression Framework'</li> <li>Identify how to record evidence of meta-skills at the appropriate level within the new PLJ skills sheet</li> </ul>	<ul style="list-style-type: none"> <li>HT/PNT</li> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post questionnaire</li> <li>Practitioner knowledge and understanding</li> <li>Metaskills PLJ sheets</li> <li>PLJ Quality Assurance</li> </ul>	<b>Term 3</b>

metaskills development				
<ul style="list-style-type: none"><li>All children will make progress in their emotional development</li></ul>	<ul style="list-style-type: none"><li>Kitbag training</li></ul>	SEYOS Halbeath Nursery	<ul style="list-style-type: none"><li></li></ul>	
<b>Ongoing Evaluation</b>				