



Paxton ELC

Improvement Plan
2022/23



Session 2022/2023

Focused Priority 1 Improvement Outcome 1	Learners will experience high quality play pedagogy with an enhanced focus on Conceptual Numeracy			
National Improvement Framework Priority	Assessment of Children’s Progress			
Links to GIRFEC	Achieving, Active			
Link to Realising the Ambition	6: Putting Pedagogy into Practice			
HGIOELC	2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Securing Children’s Progress			
Action/Task What will we do?	Expected Impact What will we look for?	Responsibilities Who will lead and be involved?	Timescale When will we do this?	Measures of Success
1. We will revisit the conceptual numeracy training from academic year 21/22	A. Staff will have a shared understanding of our conceptual numeracy rationale and be able to confidently share this knowledge with colleagues, families and partners.	Sandra Mason (EYLO) Sheila Wilson (SEYO) Kayleigh Kerr (SEYO) TBC – conceptual numeracy leads	Term 1 – Initial questionnaire Term 3 – Revisit questionnaire Term 4 – Analyse questionnaire and plan next steps	Staff questionnaire before and after to measure impact and understanding. Staff are confident when discussing conceptual numeracy in direct connection to improving outcomes for learners.

	<p>B. Within the playroom environment there will be opportunities for children to engage in play which has a focus on conceptual numeracy</p>	<p>Sheila Wilson (SEYO) Kayleigh Kerr (SEYO) Jill McIntosh (PT) Sandie Johnston (HT)</p>	<p>PLJ quality assurance/ monitoring termly.</p> <p>Planning meetings fortnightly</p> <p>Termly Conceptual Numeracy audit</p>	<p>Progress is noted within PLj monitoring processes.</p> <p>Evidence in responsive and intentional planning and quality observations in PLJ's.</p> <p>Termly Conceptual Numeracy audit with show progression of opportunities for children with regards to developing their conceptual numeracy skills.</p>
	<p>C. Children will be fully engaged and making progress in their learning</p>	<p>Sheila Wilson (SEYO) Kayleigh Kerr (SEYO) Jill McIntosh (PT)</p>	<p>Ongoing through termly planned playroom visits</p>	<p>Children will be able to talk confidently about their learning.</p>

	<p>D. Staff will engage in quality interactions with a focus on developing children’s conceptual numeracy skills</p>	<p>Sandra Mason (EYLO) Sheila Wilson (SEYO) Kayleigh Kerr (SEYO) TBC – Conceptual Numeracy leads</p>	<p>Term 4</p>	<p>Almost all children will be achieving Early Progressing when transitioning to school. TRAMS reports will reflect this.</p>
	<p>E. Staff will have a clear understanding of experiences to support progression</p>	<p>Sandra Mason (EYLO) Sheila Wilson (SEYO) Kayleigh Kerr (SEYO) TBC – Conceptual Numeracy leads</p> <p>Key worker staff</p> <p>Sandra Mason (EYLO) Sheila Wilson (SEYO) Kayleigh Kerr (SEYO) Sandie Johnston (HT) Jill McIntosh (PT) Vicky Calley (DHoC) TBC – Conceptual Numeracy leads</p> <p>All staff</p>	<p>Termly auditing of PLJ observations</p> <p>Ongoing</p> <p>Termly, following on from parent chats</p>	<p>PLJ’s evidence staff engagement and interactions in scaffolding learning.</p> <p>Staff can engage confidently in professional dialogue relating to progression within numeracy</p> <p>Individualised termly targets show clear next steps and progression Parent chats will detail progression</p>

<p style="text-align: center;">2.</p> <p>We will use current documentation to ensure the environment is rich with appropriate resources and experiences which offer challenge and progression for all learners.</p>	<p>A. All staff will be able to talk confidently about how the following documentation relates to their setting and the impact the documentation has on them as reflective practitioners and the impact on our learners and stakeholders, in connection to conceptual numeracy</p> <ul style="list-style-type: none"> • Core Provision – with a focus on reflective questions • Realising the Ambition – Section 4: Interactions, Experiences and Spaces • Health and Social Care Standards – Section 5: I • Curriculum for Excellence - in particular the 7 Design Principles when planning for activities and experiences with children 	<p>SLT</p>	<p>Ongoing throughout the academic session – starting from inset day 2 (Aug)</p>	<p>Planning will evidence the 7 principles of curriculum design</p> <p>PLJ's will contain significant observations showing the impact the environment has had on learning</p> <p>Learning consultations with SLT will contain detailed discussions focussed around the environment and Conceptual Numeracy</p> <p>Room Standards will reflect a rich environment, appropriate resources and experiences for all learners</p>
<p style="text-align: center;">3.</p> <p>We will share a variety of learning opportunities to involve families in their child's learning</p>	<p>A. Families will have an awareness of conceptual numeracy – What it is and how they can support their child's learning at home through</p> <ul style="list-style-type: none"> • Termly targets shared along with progress chats • Stay and Play sessions with some targeted activities • The language of learning used on all Seesaw posts • Our Family Learning programme will include some aspects of conceptual numeracy throughout 	<p>SLT EYOs</p>	<p>Termly through parent chats</p> <p>Termly through interpretation of engagement data</p> <p>Ongoing when analysing the impact of activities through impact reports</p>	<p>Parent feedback questionnaires and parent chat records</p> <p>Level of engagement is monitored through the see saw app and data is used to inform next steps</p> <p>Group impact reports will contain relevant and concise data</p>

Ongoing Evaluation

Focused Priority 2 Improvement Outcome 2	All Children and Families will experience high quality provision which protects their rights and promotes participation and equity throughout.			
National Improvement Framework Priority	Assessment of children's progress			
Links to GIRFEC	Safe, Healthy, Achieving, Nurtured. Active, Respected, Responsible, Included			
Link to Realising the Ambition	3: What I need to grow and develop 4: Child's work: the importance of play			
HGIOELC	2.1 Safeguarding and child protection 2.4 Personalised support 2.7 Partnerships			
Action/Task What will we do?	Expected Impact What will we look for?	Responsibilities Who will lead and be involved?	Timescale When will we do this?	Measures of Success Evidence of Success?
1. We will have In-service input on UNCRC and make links to 'The Promise' and Improving Gender bias and Equalities for all children and families	A. Staff's understanding of the UNCRC and how we contribute towards providing for these needs in our setting when working with children, families and partners will increase	Jill McIntosh (PT) UNCRC staff leads (TBC)	November 2022 (inset day)	Pre and post questionnaire re staff confidence / knowledge of UNCRC and supporting our learners in connection to this During room visits staff will be able to confidently engage in discussion with each other when identifying features of good practice.

	<p>B. All staff can confidently link the UNCRC with the SHANARRI wellbeing indicators</p>	<p>Jill McIntosh (PT) TBC – UNCRC group leads Sheila Wilson (SEYO) Kayleigh Kerr (SEYO)</p>	<p>Revisiting throughout the academic year</p> <p>Fortnightly through room standards quality assurance</p>	<p>Room displays show clear links between UNCRC and SHANARRI</p> <p>Staff can confidently engage in dialogue that shows clear links between UNCRC and SHANARRI and use this when detailing children’s progress and next steps.</p>
	<p>C. Staff will have confidence in identifying features of good practice which enable us to reach the Goals of Education; Article 28, 29, 31</p>	<p>Jill McIntosh (PT) TBC – UNCRC group leads Sheila Wilson (SEYO) Kayleigh Kerr (SEYO)</p>	<p>Term 2 onwards – following on from Inservice input</p>	<p>During room visits staff will be able to confidently engage in discussion with each other when identifying features of good practice</p>
<p>2. Staff will carry out an environmental audit to identify potential gender imbalances which need to be addressed</p>	<p>A. Children will be supported to reach their potential regardless of their gender</p>	<p>Jill McIntosh (PT) UNCRC staff leads TBC Sandie Johnston (HT) Vicky Calley (DHoC) Sheila Wilson (SEYO) Kayleigh Kerr (SEYO) Sandra Mason (EYLO)</p>	<p>Term 2 then revisit termly</p>	<p>Room observations</p> <p>Children’s voice</p> <p>Parental Questionnaire</p> <p>Repeat of audit will evidence changes made</p> <p>Children’s questionnaire</p> <p>Parental Questionnaire</p>

	All children will be treated with equality and will experience equity	All staff	Ongoing	Stakeholders views Playroom observations
3. We will create an ethos policy to support our vision values and aims	A. All staff, children, parents and stakeholders are aware of our ethos policy and how we embed it throughout the life of the nursery	Jill McIntosh (PT) TBC – UNCRC staff leads	Term 3	Parental Questionnaires Discussions with stakeholders Learning Partnership visits
4. We will further support all children’s wellbeing and engagement in play and learning	A. Through training, staff will feel confident in knowing how to carry out Leuven scale assessment of children’s wellbeing and engagement, twice a year	Sandra Mason (EYLO) to carry out whole staff training	Term 1 – week 3	Observations of children and changes to provision where required Staff feedback
	B. Staff will be able to track children’s wellbeing and engagement score, to identify supports required to meet children’s needs.	EP service – TBC	Following on from training in term 1	Leuven documentation Individualised planning details supports

	<p>C. We will extend our children’s emotional literacy through introducing additional resources to support them to express and understand their emotions.</p>	TBC – UNCRC staff leads	Ongoing, responsive to room planning	<p>Core Provision audit</p> <p>Playroom observations</p> <p>Children’s voice</p>
<p>5. We will use Play Scotland pack to introduce Wellbeing Buddy characters to children and families</p>	<p>A. Children will have an increased understanding of wellbeing through the introduction of and activities to help them identify with SHANARRI characters: PS0019-Play-ScotlandSTC-Partnership-Pack-Web.pdf (playscotland.org)</p>	<p>Whole staff involvement</p> <p>TBC – UNCRC staff leads</p>	Term 3	Children’s motivation and understanding.
	<p>B. All rooms will have an interactive display of the Wellbeing Buddies which children can use to deepen their understanding of their own wellbeing</p>	<p>Whole staff involvement</p> <p>TBC – UNCRC staff leads</p>	Term 3	<p>Interactive displays in all rooms</p> <p>Children accessing and using the interactive displays</p>
	<p>C. Parents/carers will have an increased understanding of wellbeing for their children</p>	Whole team	Ongoing	<p>Family engagement and comments</p> <p>Parental questionnaire</p>
<p>6. We will carry out CP audit to ensure all children and families are receiving appropriate supports</p>	<p>A. Annual CP audit</p>	<p>Vicky Calley (DHoC)</p> <p>Sheila Wilson (SEYO)</p> <p>Kayleigh Kerr(SEYO)</p>	Term 4	CP audit feedback
	<p>B. Termly CP audit of CP files to ensure children and families have access to required supports which enable them to reach their potential</p>	<p>Vicky Calley (DHoC)</p> <p>Sheila Wilson (SEYO)</p> <p>Kayleigh Kerr (SEYO)</p>	Termly	<p>Stakeholder feedback</p> <p>Minutes from meetings</p>

Ongoing Evaluation

Focused Priority 3 Improvement Outcome 3	Increase staff confidence, knowledge and understanding of the Early Entrant curriculum			
National Improvement Framework Priority	<ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Improvement in children and young people's health and wellbeing 			
Links to GIRFEC	Healthy, Achieving, Nurtured, Respected, Responsible, Included			
Link to Realising the Ambition	Section 3, Section 4			
HGIOELC	1.2, 1.4, 2.2, 2.3, 2.7, 3.1, 3.3			
Action/Task What will we do?	Expected Impact What will we look for?	Responsibilities Who will lead and be involved?	Timescale When will we do this?	Measures of Success Evidence of Success?
1. Practitioners will be confident when nurturing and supporting the Early Entrants	A. Practitioners will have sound understanding of the Solihull approach, and use this daily with children and their families	Emma Jex (Senior EYO in Methlhaven) to create a training document to share with Early Entrant team.	Term 1	Quality assurance monitoring of staff Parental feedback (PLJ chats, individual plans,)
	B. Children will have safe and secure attachments with key staff	All EE staff	Ongoing	PLJ observations Parent chats Happy children Solihull approach is evident

	<p>C. Practitioners will use Realising & Building the Ambition as a tool for self-reflection and analysis</p>	Sandra Mason (EYLO)	Ongoing throughout year	<p>Staff questionnaire</p> <p>Staff discussion</p>
	<p>D. High 5 strategies will be embedded when supporting early language development</p>	<p>Sandie Johnston (HT)</p> <p>Vicky Calley (DHoC)</p> <p>Jill McIntosh (PT)</p> <p>Sheila Wilson (SEYO)</p> <p>Kayleigh Kerr (SEYO)</p>	Term 2 onwards	<p>Practitioners confidently talk about children's needs</p> <p>Practitioners can detail support plans in relation to early language development</p> <p>PLJ's document progression</p>
	<p>E. Parents and carers will have strong and trusting relationships with key workers</p>	All staff	From the beginning of the academic session	Parental feedback (PLJ chats, individual plans,)
<p>2. Practitioners will have an understanding of what schematic play is and how to support this</p>	<p>A. Practitioners will understand the 7 types of schematic play and understand how to identify them</p>	Emma Jex (Senior EYO in Methlhaven)	TERM 2 onwards	<p>Practitioners confidently talk about schematic play</p> <p>Parental engagement in family learning sessions</p>

	<p>B. Planning and PLJ's will reflect children who are engaged with schematic play</p>	Early Entrants team	Term 2 onwards	<p>Feedback from training</p> <p>Planning documentation</p> <p>PLJ monitoring</p>
	<p>C. A bank of resources will be created to support each schema, which can be accessed as and when required</p>	Schematic play leads - TBC	Term 2 onwards	Observations of children found in PLJ's and planning
	<p>D. As appropriate, schematic resources can be shared with families who require support through parent family learning sessions or 'workshops.'</p>	Schematic play leads - TBC	Term 2 onwards	Parental engagement in family learning sessions
<p>3. Children will be offered high quality learning opportunities and experiences</p>	<p>A. Core Provision document for under 3's will be fully embedded into practice and staff will speak about it with confidence</p>	Vicky Calley (DHoC)	Term 1	<p>Core Provision audit</p> <p>Dialogue with staff</p> <p>Playroom observations</p>
	<p>B. Playrooms will have a purposeful layout with opportunities for exploration and discovery</p>	Early Entrants team	Ongoing throughout year through	Observations of children found in PLJ's and planning will focus on learning
	<p>C. Practitioners will feel confident when engaging children with 'Rich Experiences' and explain the rationale behind them</p>	Early Entrants team	Weekly planning meetings	Practitioners using the language of learning
	<p>D. PLJ's will reflect the learning opportunities from 'Rich Experiences'</p>	Early Entrants team		Quality assurance monitoring of PLJ's

	E. Practitioners will understand the 'Play Pedagogy' and share these opportunities with families to try at home	Early Entrants team		Parental feedback (PLJ chats, individual plans)

Ongoing Evaluation

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