



Paxton Nursery

Improvement Plan
2023/24



National Improvement Framework Priority: 2.2 Framework to support play and learning				
Focused Priority: Children will experience high quality play pedagogy with an enhanced focus on literacy skills				
To reflect on pedagogy and how we progress children's learning - taking into account National and Local literature including Realising the Ambition: Being Me and Supporting Early Literacy Learning and Development in the Early Years—SEIC. Considering provocations, ourselves and our space as we look inwards, outwards and forwards.				
HGIOELC Quality Indicators				
2.2 Curriculum 2.3 Learning Teaching and Assessment 2.5 Family Learning 3.2 Securing Children's Progress				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1 By June 2024 all children will be challenged and supported to develop early literacy skills through planned targeted interventions	A We will use SEIC Early Literacy Document and elips Intervention Tool Kit to ensure staff have a sound understanding of literacy progression and targeted interventions.	Training led by EYLO' Sarah Lamond All EYO's to participate EYLO and PT	Analysis of elips data to identify targeted interventions, activities and progress Individual children's targets will show	August 2023 - June 2024 - twice yearly with elips data- Expected impact will see added value on children's exit data and those returning. Impact reports will be generated to establish progression. Termly parent chats

	<p>B Termly literacy targets will be shared at progress chats with parents</p> <p>C Stay and play sessions with targeted activities for parents will link to early literacy development</p> <p>D Through tackling early intervention Early Entrants will participate through establishing early literacy</p>	<p>All room EYO staff Sarah Lamond EYLO</p> <p>All EYO staff</p>	<p>achievement and progression in early literacy skills and knowledge</p> <p>Progress chats will reflect early literacy development and progression.</p> <p>Interpretation of Stay and Play engagement data.</p> <p>Elip's scores, room environment, observations, responsive planning, staff questionnaire feedback</p>	<p>Termly through interpretation of engagement data of stay and play.</p> <p>April 2024</p>
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<p>2 By December 2023 all practitioners will be confident in supporting children's literacy progress and development through engaging in high quality interactions.</p>	<p>A Use Realising the Ambition - Section 7 - <i>Ensuring Quality through Critically Reflective Practice</i> to support practitioners' understanding of high-quality interactions and how to evaluate the learning from it.</p> <p>B Staff to engage with and reflect on the SEIC Early Literacy Document and HGIOELC 3.2. to cultivate</p>	<p>EYLO' Sarah Lamond to lead training for all EYO's</p> <p>Training led by EYLO Sarah Lamond</p> <p>Jill McIntosh (PT) Shelia Wilson (SEYO) Kayleigh Kerr (SEYO)</p>	<p>Evidence of quality observations of children's early literacy progression in responsive and intentional planning</p> <p>High quality PLJ observations will show progress for individuals</p> <p>PLJ monitoring will evidence increase in quality observations in literacy for all children</p> <p>Pre/post staff questionnaire to measure impact and understanding from training input</p>	<p>December 2023</p> <p>Training completed over Term 1 and 2.</p> <p>Evidence from PLJ's, wall display and staff confidence levels will</p>
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<p>3 Within the learning environment all children will have increased opportunities to play creatively and develop their literacy skills</p>	<p>confidence in evaluating quality interactions, progression and development of early literacy.</p> <p>C Staff to read and Understand in practice: Realising the Ambition - Section 4 - 4.1 (p44) Interactions, Experiences and Spaces</p> <p>D Use Curriculum for Excellence - 7 Design Principles with a focus on Breath, Depth and Challenge for all children within early literacy</p> <p>A</p>	<p>Will facilitate focused professional dialogue sessions during planning time, to assess achievement of the expected impact.</p> <p>Training led by EYLO Sarah Lamond</p> <p>All EYO's to participate</p>	<p>Displays to demonstrate the practitioner's awareness and understanding of children's progression in early literacy.</p> <p>Professional dialogue and planned observations of each other</p> <p>Planning and PLJ's will evidence the 7 principles of curriculum design with a focus on Breath, Depth and Challenge</p>	<p>determine whether training is extended or revisited.</p> <p>A Reading hub to be created for staff to refer to and read throughout the academic session. CI hub links referred to practitioners to support continuous personal development.</p> <p>August 2023 individual - SEIC literacy documents issued to staff members to refer to throughout academic session.</p>
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<p>through everyday experiences</p> <p>4 By June 2024 all children will have opportunities to develop and demonstrate growth</p>	<p>Focus on literacy reflective questions in the SEIC Early Literacy Document to support staff to evaluate and improve core provision in order to support children's literacy progress</p> <p>B Introduce sensorimotor and motor development checklist to support staff understanding of pre-early literacy skills.</p> <p>C We will use SEIC Early Literacy Document to support staff's holistic understanding of literacy skills. We will refer to 'Realising the Ambition: Chapter 4 Interactions, Experiences and Spaces'</p>	<p>All staff to participate in training led by EYLO Sarah Lamond</p>	<p>Room standards will reflect a rich literacy learning environment, with appropriate resources and experiences for all learners through using the sensorimotor and motor development checklist.</p> <p>Staff questionnaire before and after to measure impact and understanding</p>	<p>Term 1 - initial questionnaire</p> <p>Term 2 - Revisit questionnaire</p> <p>Term 4 - Analyse questionnaire and plan next steps</p> <p>Ongoing - Staff Training</p>
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<p>mindset attributes, through curiosity, exploration, resilience and an increased self-belief.</p>	<p>A Engage staff in training activities to further understand strategies to support children's growth mindset.</p>		<p>Floorbooks will capture children's progress</p> <p>PLJ observations will document individual progress and achievements</p> <p>Staff dialogue and observations of each other will help identify staff supporting children to develop skills</p> <p>Impact reports to analyse impact of training for staff</p>	<p>Term 4</p>
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Ongoing Evaluation

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National Improvement Framework Priority: 5 - School and ELC improvement

Focused Priority:

All children will experience equality and non-discriminatory experiences in our ELC and will develop and learn the skills in applying empathy and respect for themselves and others

HGIOELC Quality Indicators

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised Support

3.1 Ensuring wellbeing, equality and inclusion

3.2 Securing Children's Progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>1 By October 2023 all practitioners will be confident in understanding how we support children to learn through the UNCRC</p>	<p>A Professional dialogue within staff teams to evaluate and reflect on examples of successful activities which supported children to understand their rights during session 22-23</p>	<p>UNCRC Working party to lead practitioners in professional dialogue.</p>	<p>Confident staff can engage in dialogue and reflect on their practice.</p> <p>Floor books will capture ongoing work and allow practitioners to evaluate successes from session 2022-23</p>	<p>October 2023</p>

<p>2 By June 2024 all children in our ELC will have an awareness of how they experience the following key rights in ELC:</p> <p><i>The right to be with friends and part of a group</i></p> <p><i>The right to grow and develop</i></p> <p><i>The right to be listened to</i></p> <p><i>The right to celebrate their own culture</i></p> <p><i>The right to know their rights</i></p>	<p>B Professional reading - "Learning through Rights in ELC" to widen practitioners' knowledge of all UNCRC rights</p> <p>A Through age-appropriate activities all children will further develop their understanding of these key rights through planned activities promoted by practitioners through our Rights Captains (superhero crochet characters)</p> <p>B All practitioners will create a child-friendly environment to reflect the principles of the UNCRC - this will focus on promoting inclusivity,</p>	<p>Jill McIntosh (EYPT) to source and supply reading materials</p> <p>All EYO's and PSA's</p> <p>UNCRC leads All EYO's and PSA's Shelia Wilson (SEYO)</p>	<p>Staff self and peer assessment of where their understanding was of children's rights in Aug 2023 compared to Jan 2023</p> <p>Significant observations of the children will evidence the impact of learning linked to each Rights Captain</p> <p>PLJ observations for individual children will show progress and development linked to UNCRC</p> <p>Planning records and evaluations will evidence children's learning through UNCRC</p>	<p>Aug 2023 - Dec 2023</p> <p>June 2024</p> <p>Ongoing from Aug 2023</p> <p>Ongoing from Aug 2023</p> <p>December 2023</p>
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<p>3 By December 2023 we will establish a charter that promotes equality, non-discrimination and inclusion within our ELC to ensure all children feel valued, respected and supported in their</p>	<p>respect and fairness for all children</p> <p>C All adults will role model behaviour which encourages children to ask open-ended questions and engage in active listening to show children that their voices and opinions are valued</p> <p>A UNCRC Working Party leads to host workshop and discussion with other practitioners to help staff better understand and identify opportunities to improve our inclusive practice</p>	<p>Kayliegh Kerr (SEYO)</p> <p>Wider team within the nursery: Janitor, school dinner staff, office staff</p> <p>Jill McIntosh (Principal Teacher)</p> <p>UNCRC Working Party</p>	<p>Room standards reflect the effectiveness of the environment</p> <p>Observations and conversations with all adults will promote positive role modelling</p> <p>Our children are curious, inquisitive and confident when sharing their opinions</p> <p>Minutes from meetings will evidence evaluations and identify next steps</p> <p>Nursery Charter will be embedded into everyday practice of all adults working in the nursery</p>	<p>Ongoing audits each term.</p> <p>Term 4 23/24</p>
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<p>development, regardless of their background or abilities</p>	<p>B Evaluate provision and practice in all areas to promote gender-neutral language and resources and to challenge stereotypes</p> <p>C Create a charter which focuses on creating an environment where our children experience equality and non-discrimination</p> <p>D Practitioners to role model inclusive and non-discriminatory behaviour</p>	<p>Kayleigh Kerr (SEYO) Shelia Wilson (SEYO) Sarah Lamond (EYLO) Jill McIntosh (PT) Sandie Johnston (HT)</p> <p>UNCRC working party</p> <p>Members of the SLT Sandie Johnston (HT)</p>	<p>Core Provision audit will incorporate the evaluation of gender-neutral resources</p> <p>Playroom observations and discussions with staff will detail gender neutral language and the frequency of use</p> <p>Our Equality Nursery Charter is understood by children, parents and stakeholders.</p> <p>All staff will be exposed to positive role modelling with a focus on inclusive language.</p>	<p>Ongoing from Term 1</p>
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		Courtney Mc Mclaughlin (DHoC) Jill McIntosh (PT) Sarah Lamond (EYLO) Shelia Wilson (SEYO) Kayleigh Kerr (SEYO)		
Ongoing Evaluation				