



Session 2023-24 Ferryport Nursery Improvement Plan



National Improvement Framework Priority: Improvement in children's health and well-being NIF Driver: School and nursery Improvement				
Focused Priority 1: To ensure all learners feel nurtured and included in our nursery/school. <ul style="list-style-type: none"> - All staff using the "Up Up and Away" framework to plan appropriate routine and structures, social & communication, & physical environments. - All staff using tools available to support the development of emotional literacy. 				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
n/a		1.1 – Self-evaluation for self-improvement; 1.2 – Leadership of Learning; 2.1 – Safeguarding & child protection; 2.3 – Learning, teaching & assessment 3.1 – Ensuring wellbeing, equality & inclusion; 3.3 Developing creativity & skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Our learning environments support self-regulation and children's sense of belonging and feeling nurtured. All children will recognise that they have opportunities to make influence decisions in their nursery.	Achieve rights respected school accreditation – bronze – rights committed. Focus on 5 UNCRC rights – using child friendly speak	VT All staff	Rights Respecting School Survey staff and children Observations and nursery focus group Staff Feedback Parent Questionnaire	Sep'23 – Mar 24 Jan '24
	All staff receive professional learning in use of "Up Up and Away" Framework to ensure nursery learning environments, structures and routines, are nurturing and inclusive.	Carys Murray, EPS, JP All staff	The Inclusive Environment Scores tracked over time Learning Visits – SLT and Peer observations Nursery Focus Groups Nursery teacher feedback	Aug 23 Termly Nov '23 Apr'23



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	Staff are aware of fulfilling expectations within "The Promise" by being familiar with the document.	All staff	Planning meetings Quick Question family feedback EYO survey (following inset)	Nov '23
	HWB Responsibility for All strategies used to improve feeling included and nurtured.	All staff VT	Planning meetings Number of kit bag sessions	Sept '23- March '24
	All nursery children are part of the Gardening Gang Making a Difference (MAD) group.	MAD groups P1 teachers EYOs	Ongoing evaluation shared on display boards, learning walls, floor books and Seesaw Parent and children focus groups	Whole year Aug '23 – May '24
	Capture pupil voice before, during and after learning	JP All staff	Planning and tracking of PLJs	Sept'23 Dec'23 Mar'24
	Staff to be trained in use of Fife's "summary of support" and Child's Plans. Linking the inclusive classroom expectations to this.	A MacMaster, Sfl Teacher All staff	Learning environment audit Planning meetings – every 3 weeks	Aug '23 Every 3 weeks from Aug'23 to Aug '24
	Update staff on Fife Council guidance on physical intervention linked to de-escalation approaches.	AS	Reduction in incidents/ V&A.	Sep'23
Ongoing Evaluation				



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National Improvement Framework Priority: Improvement in attainment in particular literacy and numeracy.

NIF Driver: School and ELC improvement

Focused Priority 2: To improve early numeracy experiences.

HGIOS4 Quality Indicators

HGIOELC Quality Indicators

n/a

2.2 Curriculum; 3.2 - Securing Children's progress 2.5 – Family Learning

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will have the opportunity to build conceptual numeracy in all indoor and outdoor areas.</p>	<p>Focussed meetings looking at Fife Progression Pathways conceptual numeracy planners at the Early Level – shared understanding of what is in a level.</p>	<p>All staff</p>	<p>Staff survey Termly tracking PNT to moderate a sample of numeracy tracking Core Provision checks</p>	<p>Inset days Assigned meetings</p>
<p>All practitioners will understand early conceptual numeracy progress and use this language to enrich learners' experiences.</p>	<p>Audit of numeracy experiences across core provision both indoors and outdoors: <i>What are we providing? How effectively are areas being used? How can we develop and extend numeracy experiences? How will we measure success?</i></p>	<p>All staff JP - collate</p>	<p>In-house core provision tracking monitoring Leuven scale of children's engagement</p>	<p>Sept'23 (again in Feb '24) Nov 23 Mar 24</p>
<p>All children will experience the breadth of the early numeracy curriculum and thus improve their</p>	<p>Planned Intentional promotions to support development of skills alongside responsive planning. For example, a money week or data handling</p>	<p>SEYOs and JP All staff</p>	<p>Number of focus weeks over the year – balance SLT observations of children's numeracy engagement & conversations during focus weeks – link to tracking meetings</p>	<p>Aug'23-Aug'24 (see nursery calendar)</p>



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conceptual numeracy understanding.	Tracking pupil progress – staff are aware of the records of understanding to underpin assessment of children's progress	JP All staff P1 teacher to support	Nursery spreadsheet PLJs Parent – quick question – regarding understanding of child's progress & linked to numeracy focus	Sept 23 Align with tracking meetings – Oct/Jan/May
	PLJ's will show progress from the record of understanding across all areas of Number, Money and Measure, shape, position and movement and information handling	SEYO's EYO's P1 teacher to support	PLJ observations Moderating of PLJs Staff meeting conversations.	Oct '23 Jan '24 April '24 Ongoing
	PLJ's will show developments and progression in mathematical skills such as fluency, logical reasoning, analytical thought and problem solving	JP SEYO's EYO's	PLJ observations Sample focus group conversations around content in PLJs Moderating of PLJs	Oct '23 Jan '24 April '24
	Team to undertake ELC Conceptual Numeracy training Sway https://sway.office.com/C52TR1Bcw7CKliWX 1.Introduction to Conceptual Numeracy, 2.The Principles of Counting, 3.Subitising and Partitioning, 4.Spaces, Interactions and Experiences, 5.Additional Resources, 6.Reflection Questions	SEYOs EYOs	Planning meetings EYO to record cycle of success showing impact Follow-up conversations with children	Term 1 Aug '23 - Oct 23
Ongoing Evaluation				



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National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy

NIF Driver: Teacher and Practitioner Professionalism

Focused Priority 3: To provide high quality interactions.

HGIOS4 Quality Indicators

HGIOELC Quality Indicators

n/a

1.2 – Leadership of learning; 2.2 – Curriculum;
2.3 – Learning, teaching and assessment;
3.3 – Developing creativity and skills for learning and work.

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>The quality of learning conversation observed and recorded will increase which demonstrates children's ability to talk about their learning and next steps.</p>	<p>Developing and embedding the use of open-ended questioning to promote deeper thinking and discussion across all children's experiences</p>	<p>All staff</p>	<p>Peer observations and feedback</p>	<p>Term 3 Jan '24-Mar 24</p>
	<p>Encouraging questions generated by the children and displaying these questions and responses</p>	<p>All staff</p>	<p>Moderating over time the types of questions used – pupil voice evidence</p>	<p>Jan'24 – Mar '24</p>
<p>Most children will be able to confidently talk about their learning.</p>	<p>Provide opportunities for professional reading from Teams Hub and network meetings around quality questioning</p>	<p>JP All staff</p>	<p>Staff meeting discussions Tracking EYO engagement with Hub PRD discussions</p>	<p>Aug '23 – Aug'24</p>
	<p>Develop children's understanding of risk and risk benefits through the use of questioning</p>	<p>All staff</p>	<p>Evidence of children involved in risk assessments and risk benefits Evidenced in PLJ's</p>	<p>Term 2 Oct'23 – Dec'23</p>



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	<p>Focussed peer observations linked to the use of questioning: <i>How many questions? How many open/closed? Wait time? Question follow ups?</i></p>	All staff	Peer observation data Questioning proforma – tracking	Mar '24
	<p>Team to experience a range of Early Years Training/Activities to support the use of Questioning...Quality Interactions, Involving Children in Leading their own Learning which encompasses; practitioner involvement, Floorbooks, Talking Tubs, Divergent thinking, 3Dmind mapping, Solihull, Learning Walls, Curriculum design, PLJs</p>	<p>Elaine L to contact Lisa Beattie All staff to be supported to explore suggested resources. All staff to take part in planned Training (Tuesday In house Meeting) or timetabled opportunities</p>	<p>Self-Assessment Quality Interactions Staff meeting discussions Tracking EYO engagement</p>	<p>Nov '23-Mar'23 Ongoing</p>
Ongoing Evaluation				