

Torryburn Nursery



Standards and Quality Report 2019-2020

Torryburn Primary School



Nursery Class

Information for families

During last session 2019-2020, we had two improvement priorities:

1. To increase family engagement

2. To ensure quality learning experiences and progression in learning

As a team we regularly evaluated the progress being made towards these two priorities throughout the year. We have used a range of approaches to engage with and listen to the views of children, families and partners, which we would like to strengthen this session. It is important to us to share these successes with you, as well as future improvements.

Improvement Priority 1 - To increase family engagement

What have we done to increase family engagement and what is the impact?

- Twitter and Facebook have been introduced in the 3-5 room as a platform to share information and engage families in their child's learning.
- The number of parents following our social media posts increased from 80% to 100% by term four. Parental feedback indicated that this regular communication is valued.
- During nursery closure due to Covid-19, our newly structured website was improved to support, communicate and connect with families.
- All practitioners are more confident in using the language of learning when communicating with parents. The ways in which children's learning has been shared evidence the wording used has been clearly focused on what children are learning, rather than describing what they are doing.
- 'Stay and Play' sessions in the 3-5 room took place during term 2 and 3. These had a focus on seasonal events and activities. Sessions were well attended, but particularly those sessions related to a theme, for example, World Book Day. Observations noted positive parent/child interactions during learning experiences some parents left positive written comments.
- Some parents are beginning to notice and talk about with the Learning Wall with their child.
- The Under 3 room had a strong focus on family learning throughout the session, using the outdoors, planned trips and activities in the Rainbow Room. These were consistently well attended by almost all parents and highly valued as evidenced in the family comment book and thank you cards.
- Family learning Bookbug and PEEP sessions have been more regularly planned throughout the session. Practitioners leading these sessions have made learning visible through activities and conversations with children and families. Strengthening relationships in a safe and supportive environment has been a key positive outcome. Regular ongoing oral feedback indicate parents carrying on activities at home. These sessions have been very well attended, resulting in a need to make use of a larger room (library) to accommodate growing numbers. Questionnaire responses from families have been overwhelmingly positive.

What do we now need to focus on?

- Create a Family Learning Strategy, with leadership roles for practitioners with clear impact measures.
- Increase consultation and involvement of children and families in suggesting a focus for 'Stay and Play' sessions. Encourage informal 'Stay and Play' sessions, when possible, at times that suit parents.
- Establish the use of the app 'Seesaw' as a way to support communication and share learning.

Improvement Priority 2 - To ensure quality learning experiences and progression in learning

- All staff had initial or refresher training on Learning Walls and quality planning and assessment during in-service days. There have been various themes for the Learning Walls across all our playrooms. These are recorded in Floor Books.
- Improvements in planning as a team have ensured that observations are shared together to give an overview of patterns of children's interests, which have been taken forward through planning. This has led to planning with children and an improvement in the balance of adult and child-initiated experiences.
- Observations recorded in PLJs have improved through a focus on the features of a quality observation. Sampling of PLJs evidence children's voice, their achievements and use the language of learning.
- Some children are more confidently talking about their PLJ and asking questions about interests and learning, which is visible through displays.
- Learning environments have improved through auditing and promoting literacy across indoor and outdoor areas. As a result, daily responsive planning, Learning Walls and children's PLJs evidence different children accessing areas more frequently and use of new resources to promote literacy skills.
- Approaches to tracking learning and next steps for all children in the 3-5 room has been established through regular discussions using a 'progress and next steps' sheet. This has led to a much stronger link between observations, assessment and planning for future learning.
- Parents have become more involved in setting targets for their child at Parent Chats. This is helping families understand the importance of play and thinking of their child as a learner.
- Practitioners have become increasingly confident in using eLIPS information (observations of language development) in order to identify specific concerns regarding children's speech and language. As a result, focus groups were identified and practitioners planned activities together to support individual progress. For example, the 'Chatting with Children' and 'Talking Tubs' resources were used to improve universal support by targeting specific aspects of speech and language skills. This is evidenced in observations in children's PLJs.
- The team has created a folder to gather information and strategies specific to individual children. This has been effective in ensuring all practitioners are involved in discussing and understanding possible barriers to learning and increased their ability to meet the diverse development and learning needs of individual children. This process has led to strengthening of partnerships with health visitors, health professionals and school learning support staff.

What do we now need to focus on?

- Ensure each element of a Learning Wall is being consistently used - key questions, children's questions and progression documented.
- Develop practitioner's skills in making significant observations and planning responsively and intentionally to develop numeracy and mathematic skills in order for children to develop deeper conceptual understanding.
- Continue using the resources to support speech and language for children identified as needing more targeted support as well as improving the quality of our universal support.

Torryburn Nursery and Primary School full Standards and Quality Report is available on our website. Your views and feedback are very important to us. Should you wish to discuss any aspect of the work of the nursery, please contact Scott Wilson (Headteacher) or Claire McCallum (Depute Headteacher) at any time or telephone 01383 602437.