

Torryburn Nursery



Standards and Quality Report 2020-2021

Torryburn Primary School



Nursery Class

Information for families

During this session 2020-2021, we had three improvement priorities:

1. **Children's progress will be supported through family learning and learning at home opportunities.**
2. **Children's numeracy and mathematical learning will progress through improved numeracy rich experiences, interactions and spaces.**
3. **Children's wellbeing will be supported through improved outdoor play experiences.**

As a team, we regularly evaluated the progress being made towards these priorities throughout the year. We have used a range of approaches to engage with and listen to the views of children, families and practitioners. It is important to us to share these successes with you, as well as future improvements. We would like to thank you for all your feedback over the sessions in relation to the life and work of the Nursery.

Improvement Priority 1 - Children's progress will be supported through family learning and learning at home opportunities.

What have we done to increase family engagement?

During this session the introduction of a new 52-week model, lockdown and COVID restrictions, have led to changes in service delivery. Developing and strengthening the ways in which we have supported family learning has been an important priority in our improvement journey.

In consultation with families and staff, we created a Learning at Home Strategy to ensure that a broad and balanced range of support contributed towards a culture of learning. There are six aspects to our strategy: home activities; communication; learning together; helping parents; sharing learning; parent voice. The introduction of the Seesaw app has provided us with an easily accessible and effective platform to develop creative approaches, which have helped us to meet the needs of children and families and respond to changing circumstances throughout the session. Regular use of Microsoft Forms with families has enabled the team to use parent voice to support ongoing self-evaluation and develop our practice within the six areas of the strategy. This has included: gathering feedback on the nursery's vision and values; settling in processes; naming of the playrooms; support during lockdown; effectiveness of programmes; improvement work; transition to P1. Parental voice has been improved this session through asking families to contribute to creating targets in literacy and mathematics.

Developing each aspect of the Learning at Home Strategy has had the ultimate aim of building strong positive relationships with families. Families have been provided with regular communication with regards to the day-to-day life and work of the nursery and have been provided with links to helpful websites, for example, information regarding community supports and support from health professionals. Curricular information, focusing on numeracy skills, reading and the importance of play have also been shared. Parent leaflets have been created, supporting understanding of how children

learn and develop indoors and outdoors at nursery. Each playroom has developed a lending library, as well as maths bags to support learning at home for N4 and N5 children. In addition, the team share children's learning through posting photographs daily. These are accompanied by descriptions of the learning taking place, as well as taking the opportunity to make links to our new vision and values. This has supported many aspects of transition, along with communication with parents whose children have additional support needs.

All practitioners have engaged with professional learning to support their digital skills. Practitioners confidently use Teams to support planning, professional learning and learning at home activities. During lockdown, daily sways supported children and families to learn together through the provision of literacy, numeracy and health and wellbeing activities. At different points throughout the session, and on a weekly basis during lockdown, practitioners used sway to ensure the continued provision of PEEP and Bookbug sessions. In order to make this more accessible to children, practitioners created a virtual playroom using thinglink. On the full return to nursery, the virtual playroom developed to include the children's 'book and rhyme of the moment', providing children with regular opportunities to listen and join in with stories and rhymes at home. Learning from parents about children's progress in learning and development at home during the lockdown period was prioritised. This ensured smooth transitions for all children and promoted a strong message of valuing learning at home.

What has the impact been?

- Almost all families shared the ways in which their child had continued to learn and develop during the lockdown period. Before the children returned to nursery, practitioners called each family and recorded children's learning and achievements on a transition sheet. Practitioners were able to learn about children's new skills and interests from parents and set targets together. This supported each child's transition as well as providing an opportunity to connect with parents and offer practitioners an opportunity to be responsive to changing family circumstances or needs of a child.
- The majority of families used Seesaw to share learning at home through posting photographs and comments. These were shared with everyone regularly in a sway, for example a sway sharing children's 'acts of kindness' at home. Individual posts from families using Seesaw, indicated that children loved to see their friends in this way, at a time when they were physically apart, and that it encouraged them to try a few activities too. Practitioners felt this promoted a sense of belonging and helped to promote our values of kindness, fun and play.
- Feedback from families through using Microsoft Forms, comments at the gate, family contact records of calls during lockdown and individual comments under posts on Seesaw have indicated the positive impact of our Learning at Home Strategy, including: children enjoying participating in the PEEP and Bookbug sessions; regular communication has been valued; ideas to help learning at home have been helpful; practitioners reading and telling stories and rhymes has encouraged children to join in, stay engaged and feel connected; parents feeling they know what their child has been doing at nursery which has helped them to 'carry learning forward'. Children have talked about what they like learning to do at home and at nursery, with a few children commenting on liking the stories posted on Seesaw, for example, "I like watching the ladies read the stories. The dragon story is the one I like best."
- All practitioners have grown in confidence and have enhanced their skills in the use of digital

technology to connect with and promote opportunities for children and families to learn together at home. Almost all practitioners can record and upload stories, songs and rhymes; create sways to share learning or provide activities for home; create and develop virtual playrooms; use Microsoft Forms to gather feedback from parents on approaches to programmes such as Bookbug. PRD meetings and feedback through Forms indicate strong collaborative teamwork supported the development of our Learning at Home Strategy. Posts evidence practitioners consistently using the language of learning when interacting with families.

- Data gathered on family engagement in home learning activities during lockdown indicate a consistently high level of engagement ranging between 80% and 90%. Oral feedback from Health Visitors indicated that a few families commented on how much they valued the daily posts from nursery at that time.

What do we now need to do now?

- Continue to strengthen and develop our Learning at Home Strategy (both digitally and face-to-face as restrictions lift): promote our vision, values and aims; provide further links to community supports; creative use of the virtual playroom; share floor books through sway; use to demonstrate and develop children's voice and leadership opportunities for children and practitioners; encourage parents and children to share learning from home.
- Develop the nursery section of the new school website.
- Develop the lending library by creating support prompts for books across both playrooms, and the maths bags in the Pebble Room. Consider development of health and wellbeing bags.

Improvement Priority 2 - Children's numeracy and mathematical learning will progress through improved numeracy rich experiences, interactions and spaces.

What have we done to increase family engagement?

All practitioners have engaged in a range of professional learning opportunities over the course of the session, which have been designed to develop understanding of numeracy and mathematics at Early Level, Practitioners engaged in three professional learning sessions, during the period of lockdown and read and discussed Education Scotland's mathematics professional learning materials, alongside watching the corresponding video clips. In addition, two practitioners attended a 'Messy Maths' webinar by Juliet Robertson. Ideas have been shared at planning meetings and have supported children's learning experiences and the spaces and resources they engage with.

Some practitioners have worked together to develop a set of maths bags that are designed to be taken home to support parental understanding of early maths and numeracy skills and provide engaging and motivating activities for children. Practitioners have used improved knowledge and understanding from professional learning to develop activities and support for parents. Due to restrictions, these bags have yet to be launched. Practitioners have also promoted maths learning at home through participating in and promoting events, for example, Maths Week. During this week there was a particular focus on mathematics and numeracy within all aspects of our Learning at Home Strategy being. In addition, a series of 5 simple visual leaflets, supporting understanding of counting skills, were shared with families.

Following the mathematics and numeracy professional learning sessions, practitioners identified a need to improve and extend materials and resources to support children's learning. A wide range of resources were purchased for both playrooms to promote children's curiosity, creativity and enquiry. In particular, these resources have supported children's early skills of subitising and have helped them to see numbers as constructed of smaller parts. Practitioners have also used their learning to work collaboratively to improve experiences and spaces to promote numeracy and mathematical learning in all areas. Children's daily routines have been analysed and small changes have been made to provide further opportunities to develop and extend learning.

During the period of lockdown, practitioners collaboratively planned and developed activities to support numeracy and mathematical learning at home. Through the use of sways, families were provided with a wide range of activities and ideas that could be implemented in the home or outdoor space. Some practitioners developed the 'Tap, Tap Box' virtually, providing regular rhyme time with a particular focus on number rhymes. On return to nursery, the 'song of the week' was introduced to the Under 3s, using visual supports and props to engage children. These have been regularly shared with parents on Seesaw.

This session practitioners have identified children, through discussions during 'progress and next steps' meetings, who have needed further support and challenge to support numeracy learning. Intentional planning by practitioners has resulted in children participating in small target groups designed to take forward aspects of learning in numeracy. New planning sheets have supported collaboration to provide activities to develop children's early numeracy and mathematical concepts.

What has the impact been?

- The professional learning sessions have had a positive impact on practice. Self-evaluation strongly indicate increased levels of confidence in: identifying appropriate next steps in learning; understanding of the progression of numeracy and mathematical development at Early Level; understanding how to develop a wider range of open-ended numeracy and mathematics experiences indoors and outdoors; knowledge of Benchmarks; understanding how to use different resources to promote mathematics and numeracy learning; planning high quality learning experiences to promote numeracy skills; developing and improving the ways in which mathematics and numeracy are promoted through the core provision.
- Children have experienced targeted support and challenge to develop early mathematical and numeracy knowledge and skills, through being included in small group activities. This has improved practice through developing clearer understanding of children's prior knowledge and next steps. Observations of children have shown high levels of engagement in small group sessions and activities have provided appropriate experiences and interactions to develop learning. A few observations have noted children initiating and using mathematical language in their play.
- Evidence from individual posts from parents, feedback through Microsoft Forms and conversation during phone calls throughout lockdown, indicate a few families co-creating targets relating to mathematics and numeracy with their child's key worker. A few families have also commented on: how their children 'are coming on with knowing about numbers'; showing 'more interest' in numbers; how they are using daily activities such as counting climbing stairs, counting out every day items and baking to support their child's learning.

- Observations in PLJs, recording significant learning in mathematics and numeracy, show practitioner's increased skill and confidence in understanding where children are in their learning and identification of next steps.
- Children are developing numeracy learning through improved daily and weekly routines designed to increase opportunities to develop one-to-one correspondence, counting skills, ordering skills and number recognition.

What do we now need to focus on?

- Children being aware and able to talk about their target/next step in numeracy and the progress they are making over time at nursery
- Continue to develop the core provision to promote learning in mathematics and numeracy.
- Source programmable toys and develop opportunities to extend mathematical learning through IT
- Practitioners need to become familiar with developmental pathways from Fife's new PLJs, which are being introduced in August. This will support high quality significant observations of children's learning in mathematics and numeracy, which in turn will lead to improved target setting.

Improvement Priority 3 - Children's wellbeing will be supported through improved outdoor play experiences.

What have we done to improve children's wellbeing?

Practitioners have planned weekly outdoor learning opportunities to the local woods and have developed confidence to incorporate increased opportunities for children to play and learn in and near water, through using the stream and beach. Intentional planning reflects development of skills and interests of children. Practitioners have improved the quality of these experiences through bringing resources to promote numeracy and literacy skills. Ideas from the 'Messy Maths' book and course have supported practice.

The Community Garden has been extensively used by both playrooms and has provided a rich, exciting and motivating context for learning. Practitioners and children have benefitted from the use of the outdoor classroom this session too, which is situated in the garden. The garden has provided experiences to stimulate senses and nurture a sense of wonder at the processes of life. The children have been involved in making plans for their allotment in the garden and have planted a range of fruit, vegetables and flowers. They have been learning about taking responsibility for their plants and for the garden in general.

Practitioners have established new links with two members of the community who are involved in maintaining and developing the Community Garden. Due to ongoing restrictions, creative approaches have been used to maintain links with these community partners. Children have had the opportunity to learn about digital means of communication through using Microsoft Teams to communicate. Almost all children were able to think of and answer questions about the garden and this experience provided a great opportunity for children to talk about their learning. Working in this way with community partners helped children and practitioners to plan next steps. The Pebble Room has established a further community link with Fife Street Champions, a volunteer run community group involved in litter picking.

In order to continue to promote the value of outdoor learning at home, practitioners created an Outdoor Learning Calendar which was used during the lockdown period. Daily posts on Seesaw, using the calendar, helped families to support their own and their child's wellbeing through provision of ideas and activities to engage in, when out and about in outdoor spaces. Many of the activities shared, through sways or individual posts using Seesaw, have been linked to the 5 Ways to Wellbeing. An initial focus on the 5 Ways resulted in practitioners: sharing information with families to promote understanding of how the 5 Ways can support their own wellbeing; developing a display with children to show how they learn, connect, give, take notice and are active every day; creating sways to share photographs of children learning about the 5 Ways with families. Most families also participated in a whole school walking challenge during lockdown. Over several weeks nursery children contributed 217 miles to the collective challenge of walking from Lands End to John O'Groats.

In consultation with children, a range of leadership roles have been created this session in relation to learning outdoors. Children have been encouraged to be responsible citizens through taking on roles such as watering the plants, litter picking; and reminding others of rules at the woods and beach. These make up some of the 'helpers of the week'. In addition, the whole nursery community have been involved in raising money to buy high visibility vests for all children when they are learning and playing in the community.

What has the impact been?

- Weekly visits to the woods and the beach, have provided children with opportunities to connect with their local community and to enjoy the increased challenge that these experiences offer. It has also provided the children with opportunities to experience and make sense of a very changing environment throughout the seasons, captured in floor books. Observations note children's confidence in playing in natural outdoor spaces has increased, with children more able to engage in risky play by managing risk and knowing their limits.
- Practitioners have documented learning in the Community Garden in an ongoing way through the use of a floor book. Children's voice and ownership of learning in relation to outdoor learning is emerging. The new links with community members involved in maintaining and developing the community garden have supported practitioner planning.
- Displays illustrating children's voice evidence how much they enjoy playing and learning in the woods: "I like climbing trees"; "I like having snack and playing in the woods"; "I love it, I like to walk on the sand"; "I like throwing stones in the water"; "I like riding the bikes". All children have engaged in their leadership roles enthusiastically, taking much pride in talking about and carrying out their tasks. Observations have noted improved leadership and independence skills.
- A few parents have commented on the positive impact learning outdoors has on their child's physical, emotional and cognitive development. They feel outdoor learning is helping their child to: look after outdoor spaces as well as indoors; encouraged their child to talk about litter and how it is bad for the earth; be happy outdoors; helping their child to learn how to care for living things; helping their child keep fit and healthy. A few parents have suggested extending learning around aspects of safety including stranger awareness and road safety.

What do we now need to focus on?

- Refresh and improve some of the loose parts provision in the outdoor area. This will help to

ensure our outdoor area is well-equipped and providing appropriate challenge to support children to engage in energetic, creative and investigative play outdoors.

- Plan to develop the outdoor area with children through improving children's voice. Strengthen children's voice when planning and evaluating learning in community outdoor spaces and with community partners.
- Continue to develop knowledge and understanding of children and families of the 5 Ways to Wellbeing through making planned use of everyday play and learning experiences using the outdoors.

Growing and Learning Together!

KINDNESS FUN PLAY



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.