



## Tulliallan PS Nursery Improvement Plan 2023-24



**National Improvement Framework Priority:** Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in skills and positive destinations

**Focused Priority 1:** Develop and maintain strong partnership approaches which improve outcomes for all young children, and which contribute to the continued improvement of our nursery community.

**Focus QI: QI 2.7 Partnerships**

**Other Relevant HGIOELC Quality Indicators:** QI 2.3 Learning, teaching & assessment; QI 3.2 Securing children’s progress, QI 2.5 Family Learning

| Expected Impact  | Strategic Actions Planned  | Responsibilities   | Measure of success<br><i>(Triangulation of Evidence/QI Methodology)</i>  | Timescales  |
|--|--|--|--|---|
| <p>High quality feedback to all parents/carers ensures they are aware of the difference their involvement is making to their child’s progress and the life and work of the nursery, thus ensuring that children are supported effectively.</p> <p>A wide range of partnerships are used effectively to enhance positive outcomes for all children. As a result of these effective partnerships, all our young children are developing positive life skills and dispositions towards learning.</p> <p>Families are very engaged in their children’s learning, within the nursery, at home and in the community. Parents &amp; carers understand the contribution they make to their children’s progress</p> | <ul style="list-style-type: none"> <li>Practitioners engage in learning opportunities with partners such as SSERC and families</li> <li>Work with families to review range of ways in which families can share information about their child’s learning at home and in the community. Create updated sharing of information (2-way) framework (simple visual)</li> <li>Develop use of Learning Postcards with families (starting with Maths postcards <a href="https://earlymaths.org/maths-postcards-for-families/">https://earlymaths.org/maths-postcards-for-families/</a> )</li> </ul> | <p>Laura Craig<br/>Nursery team</p> <p>Jennie Pearce</p> <p>Laura Craig<br/>Nursery team</p> | <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Planning &amp; Tracking Meetings</li> <li>Staff self-evaluation journal</li> <li>Audit of partnerships (Baseline Aug 23 and progress audit May 24)</li> </ul> <p><b>Views</b></p> <ul style="list-style-type: none"> <li>Children’s voice in planning (PLJs and Learning Walls)</li> <li>Parent survey about the opportunities they have to share information about their child’s progress and their views with nursery (Baseline May 23, follow-up March 24)</li> <li>Family feedback given via Seesaw and at Tracking meetings</li> <li>Family NIP priority questionnaire (April 24 – compare to April 23 results)</li> <li>Staff NIP priority questionnaire (April 24 – compare to April 23 results)</li> </ul> <p><b>Observations &amp; Monitoring</b></p> | <p>From Aug 23</p> <p>September 23</p> <p>February 24</p> |



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| <p>and achievement, thus ensuring more positive outcomes for all children.</p> <p>Families feel empowered to share information about their child's success at home and in the community. They feel valued and significant partners in the life and work of the nursery. As a result, almost all children make very good progress in literacy, numeracy, health and wellbeing supported by this partnership working.</p> |  |  | <ul style="list-style-type: none"><li>• Learning Partnership visits</li><li>• SLT visits to nursery as outlined in Quality Assurance calendar</li><li>• Nursery teacher observations</li></ul> |
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| <p><b>Ongoing Evaluation</b></p> |
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**National Improvement Framework Priority:** Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between the most and least disadvantaged children and young people

**Focused Priority 2:** Develop rich contexts for early mathematics and STEM which support the development of children’s skills and understanding.

**Focus QI:** QI 2.3 Learning, Teaching & Assessment

**Other Relevant HGIOELC Quality Indicators:** QI 1.3 Leadership of change; QI 3.2 Securing children’s progress; QI 3.3 Developing creativity and skills for life and learning

| Expected Impact  | Strategic Actions Planned   | Responsibilities  | Measure of success<br><i>(Triangulation of Evidence/QI Methodology)</i>   | Timescales   |
|--|---|---|---|--|
| <p>All staff have a very good understanding of how young children develop mathematical thinking and STEM skills. Through applying this knowledge in a very effective blend of adult supported and child-initiated experiences, all children are confident to try new experiences, engage with new learning enthusiastically and are making continuous progress.</p> <p>Very good use of real-life and imaginary contexts supports all children effectively to develop their early mathematics and STEM skills very well.</p> <p>All staff skilfully apply strategies to support almost all children to build vocabulary that helps them best explain their thinking and understanding.</p> | <ul style="list-style-type: none"> <li>• Conduct audit of provision and develop ‘Maths Friendly Spaces’</li> <li>• Engage with professional reading and discussion about ‘Playful Mathematics for children 3-7’ by Helen Williams</li> <li>• Engage in professional learning about ‘Maths Friendly Spaces’ using the ‘Early Childhood Maths Group’ website <a href="https://maths-friendly-spaces.earlymaths.org/">https://maths-friendly-spaces.earlymaths.org/</a></li> <li>• Staff professional learning about early mathematical skill development. Karen Wilding clips (YouTube)</li> <li>• Fife EY ‘Understanding Numeracy’ online module.</li> <li>• Staff professional learning about STEM skills, importance of STEM and links to</li> </ul> | <p>Laura Craig<br/>Nursery team</p> <p>Jennie Pearce<br/>Nursery team</p> <p>Jennie Pearce<br/>Nursery team</p> <p>Jennie Pearce<br/>Nursery team</p> <p>Jennie Pearce<br/>Nursery team</p> <p>Nursery team</p> | <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Planning &amp; Tracking Meetings</li> <li>• Staff self-evaluation journals</li> <li>• Tracking sheets</li> <li>• Maths Friendly Spaces audit</li> </ul> <p><b>Views</b></p> <ul style="list-style-type: none"> <li>• Children’s voice in planning (PLJs and Learning Walls)</li> <li>• Stay &amp; Play feedback</li> <li>• Family NIP priority questionnaire (April 24 – compare to April 23 results)</li> <li>• Staff NIP priority questionnaire (April 24 – compare to April 23 results)</li> </ul> <p><b>Observations &amp; Monitoring</b></p> <ul style="list-style-type: none"> <li>• Planning (Learning Walls, DRP)</li> <li>• PLJs (termly)</li> <li>• Learning Partnership visits</li> <li>• SLT visits to nursery as outlined in Quality Assurance calendar</li> </ul> | <p>Aug 23</p> <p>Aug-Oct 23</p> <p>Aug-Sept 23</p> <p>Oct 23 to Dec 23</p> <p>Nov 23 Inset</p> <p>Jan 24</p> |



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| <p>All practitioners make confident judgements about all children's progress, and this is shared and agreed through appropriate discussions. High aspirations for achievement are shared by all children, practitioners, and parents.</p> | <p>children's skills - Learning in STEM in Early Years module (SSSC website)</p> |  | <ul style="list-style-type: none"><li>• Nursery teacher observations</li></ul> |  |
| <p><b>Ongoing Evaluation</b></p>  |  |  |  |  |