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| **National Improvement Framework Priority:**  Placing the human rights and needs of every child and young person at the centre of education | | | | | |
| **Focused Priority 1:**  Cultural diversity and children’s active participation in nursery | | | | | |
| **Focus QI: QI 3.1 Ensuring Wellbeing, Equality and Inclusion**  **Other Relevant HGIOELC Quality Indicators:** QI 1.2 Leadership of learning; QI 2.1 Safeguarding and Child Protection; QI 2.2 Curriculum;QI 2.3 Learning, teaching & assessment; QI 2.5 Family Learning, QI 3.2 Securing Children’s Progress | | | | | |
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| **Expected Impact** | **Strategic Actions Planned** | | **Responsibilities** | **Measure of success**  *(Triangulation of Evidence/QI Methodology)* | **Timescales** |
| Very good use is made of children’s ideas and interests to shape the learning environment and children’s experiences.  Practitioners are flexible and responsive in their approach as they encourage and support children to discuss and plan their learning, enjoy their successes, and share their achievements.  Practitioners working collaboratively with colleagues in other settings, children, families, and partners improves outcomes for children and families.  The ethos and vision of the nursery promotes equality, challenging all forms of discrimination. This means that children have positive relationships and are supported to be involved in decision-making.  Through being responsive to family circumstances, practitioners effectively support children.  Through promoting inclusion, diversity and equity, practitioners support all children to make progress and fulfil their potential.  Our children contribute effectively to the life of the setting, the wider community and increasingly, as global citizens. | **Introduce Cultural Diversity:** Use stories, pictures, and interactions to introduce children to different cultures, traditions, and lifestyles across the globe. Encourage questions and foster curiosity.  Staff professional learning about diversity, cultural differences and language barriers.  Review of library to make sure books are diverse, inclusive and represent a wide range of cultural groups.  Provide opportunities for children to share their own experiences and cultures. Promote respect for diversity and encourage children to learn from each other.  Learn from best practice in other nurseries through professional dialogue and learning visits.  Involve children and families in planning and celebrating different cultural festivals, sharing stories and traditions from different countries, and promoting positive messages about diversity and inclusivity.  **Active Participation of children: develop children’s enterprise skills and e**ncourage active participation in community activities. | | L Craig  Nursery team  Nursery teachers  SLT  Nursery teacher  C Campbell  Nursery team  J Hynd  Nursery team  G Coughlan  Nursery teacher  Nursery team  S Stones  Children  Families  Nursery team  CA Cairney  Nursery team | **Data**   * Planning & Tracking Meetings * NIP Floorbook * Library book audit * Number of celebrations * Enterprise plans   **Views**   * Children’s voice in planning (PLJs and Learning Walls) * Family ideas for promoting and celebrating diversity * Family feedback given via Seesaw and at Tracking meetings * Family NIP priority questionnaire (April 25 – compared to April 24 results) * Staff NIP priority questionnaire (April 25 – compared to April 24 results)   **Observations & Monitoring**   * Learning Partnership visits * Feedback & actions from visits to other settings * SLT visits to nursery as outlined in Quality Assurance calendar * Nursery teacher observations | Term 1  From Aug 24  Term 2  Term 3  From Sept 24  From Sept 24  Oct 24 |
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| **Ongoing Evaluation**  See Floorbook for evaluations and evidence from all staff, children, and families. | | | | | |

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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: Tracking and Planning** | | | | | |
| **Focus QI: QI 2.3 Learning, Teaching & Assessment**  **Other Relevant HGIOS4 Quality Indicators:** QI 1.1 Self-Evaluation for Self-Improvement; QI 3.2 Raising Attainment & Achievement | | | | | |
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| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of success**  *(Triangulation of Evidence/QI Methodology)* | **Timescales** |
| Practitioners take account of best practice from other settings and local and national advice and research. This leads to the identification of agreed steps to secure improvement and best outcomes for all children.  Through talking together with colleagues within and beyond our nursery, practitioners have a shared understanding of children’s progress and achievements as they grow and learn.  Effective and manageable planning systems support progressive and appropriately challenging learning experiences for all children.  Staff plan appropriately over different timescales to meet the needs of all children across all areas of the curriculum. | Moderation of planning through visits to other settings and professional dialogue  Intentional planning formats revised.  New reporting system introduced | L Craig  J Pearce  N team  J Pearce  N Bow  J Pearce | | **Data**   * Planning & Tracking Minutes * Floorbooks * Attainment across the curriculum * Planning formats * Long-term planning overviews   **Views**   * Children’s voice in planning (PLJs and Learning Walls) * Stay & Play feedback * Family NIP priority questionnaire (April 25 – compared to April 24 results) * Staff NIP priority questionnaire (April 25 – compared to April 24 results)   **Observations & Monitoring**   * Planning (Learning Walls, DRP) * PLJs (termly) * Learning Partnership visits * Feedback & actions from visits to other settings * SLT visits to nursery as outlined in Quality Assurance calendar * Nursery teacher observations | From Sept 24  Term 2  April 25 |
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| **Ongoing Evaluation**  See Floorbook for evaluations and evidence from all staff, children, and families. | | | | | |