**Woodlands Family Nurture Centre**

Methilhaven Road, Methil, Fife, KY8 3LE

Telephone 01334 659483

Head of Centre: Sandie Johnston

**Improvement Plan for**

**academic session:**

**2025-2026**

A close-up of a logo

AI-generated content may be incorrect.

***Achieving Excellence and Equity***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:** Achievement | | | | | |
| **Focused Priority 1:**   * Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level using a range of observation and evidence to inform professional judgements * Record achievements on the Progress system to ensure each child’s learning journey is tracked from entry into Nursery | | | | | |
| **HGIOS4 Quality Indicators** | | | **Quality Framework** | | |
|  | | | * Children thrive and develop in quality spaces * Children play and learn * Children are supported to achieve | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience, progressive learning opportunities across the curriculum  All practitioners will enhance their observation and assessment skills through planned moderation activity; this will ensure all children have opportunities to make progress across all areas of the curriculum  All practitioners will track children’s progress across the curriculum and use observation evidence to support professional judgements to ensure children experience learning opportunities across the curriculum  Through planned opportunities with parents/carers, knowledge of the curriculum will be developed, and this will ensure they can support children in their learning across the curriculum | **Professional Learning Activity**   * As part of collegiate sessions practitioners will engage in professional dialogue on observation and assessment of all curriculum areas * All practitioners will use CfE benchmarks for all curriculum areas to engage in moderation activity of PLJs   **Forward Planning**   * All practitioners will use the progression pathways for identified curriculum areas to ensure planned play and learning experiences are progressive for all children. * Attainment and Forward Planning dialogues will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements. * Practitioners will develop confidence in planning for observation and assessment.   **Tracking & Monitoring**   * All practitioners in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.   **Reporting**   * All practitioners will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session, including parent chats * Parent/Carer views about their child’s learning will be recorded at parent chat sessions, using PLJ format * All practitioners will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. | Led by SLT  All practitioners  Led by SLT  All practitioners  Led by SLT  All practitioners  Led by SLT  All practitioners | | **Data**  Analysis of attainment and observation data in Literacy, Numeracy along with all areas of the curriculum  Analysis of CFE levels  Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc  **People’s Views**  Practitioners’ views on new system  Practitioners professional dialogue with SLT at fortnightly planning and also Attainment Meetings  Feedback from moderation activities  **Observations**  Forward planning documentation, monitoring calendar  PLJ sampling – literacy/numeracy and other curriculum areas  Observations linked to identified areas of the curriculum (QA calendar)  Focus for LP – analysis of data, learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum | September 2025  December 2025  February 2026  May/June 2026  June 2026 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:** Equality & Equity, Achievement. Health & Wellbeing | | | | | |
| **Focused Priority 2:**   * Increase practitioners’ knowledge and use of the new Quality Framework for the early learning and childcare setting * Review our Vision, Values, Aims and Curriculum Rationale | | | | | |
| **HGIOS4 Quality Indicators** | | | **Quality Framework** | | |
|  | | | * Leadership * Children thrive and develop in quality spaces * Children play and learn * Children are supported to achieve | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All practitioners will enhance their understanding of the new Quality Framework for the early learning and childcare sector to ensure high quality provision for all children  All practitioners will gain confidence in using the new Quality Framework document to evaluate our improvements and priorities, to provide high quality of early learning for all our children and families  We will create a new Vision, values and aims for Woodlands FNC to reflect the unique experiences children and families have  We will ensure all our children can develop skills for learning and achievement across the curriculum by creating a new Curriculum Rationale | **Professional Learning Activities**   * As part of collegiate sessions, including professional reading, practitioners will engage in professional dialogue and activities aimed at developing their knowledge of the document * Working collaboratively, practitioners will work as part of working parties to evaluate aspects of the setting and reflect on data gathered to identify areas for improvement * Practitioners will engage in professional dialogue to ensure that strengths across the nursery are identified * Working parties will engage and consult with all stakeholders (children, families and community) to create a vision statement, values and aims   **Curriculum Rationale**   * Our Curriculum Rationale will be further developed to ensure that this is reflective of the learning opportunities all children are experiencing across the nursery in relation to the whole curriculum * Our Curriculum Rationale will be directly influenced by the consultations we have with all stakeholders (children, families and community) when completing work on Vision, Values and Aims | Led by SLT  All practitioners  All practitioners  Led by SLT | | **Data**  Analysis of practitioner confidence  Self evaluation data using the new Quality Framework document  Monitoring of planning, evaluations and next steps  Analysis and tracking of children’s progress and achievements  Analysis of stakeholders’ feedback  **People’s Views**  Feedback from moderation activities  Feedback from all stakeholders  **Observations**  Observations linked to self-evaluation  Learning Partnership focus | August 2025  December 2025  June 2026  June 2026 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:** Equality & Equity, Achievement, Health & Wellbeing | | | | | |
| **Focused Priority:**   * To promote and enhance children’s social and emotional learning through high quality implementation of the ‘Think Equal’ initiative. | | | | | |
| **HGIOELC Indicators** | | | **Quality Framework** | | |
|  | | | * Children thrive and develop in quality spaces * Children play and learn * Children are supported to achieve | | |
| **Expected Impact** | **Expected Impact** | **Expected Impact** | | **Expected Impact** | **Expected Impact** |
| All children will experience high quality ‘Think Equal’ sessions, which will support their social and emotional understanding.  Facilitation of cross-setting and cluster collaboration to share best practice and approaches.  Children and families will be given the opportunity to participate in the ‘Think Equal’ programme through regular Family Learning opportunities. | All practitioners will have a sound understanding of the ‘Think Equal’ objectives allowing confidence to effectively deliver programme. Initial team meetings to ensure effective delivery of the programme and a consistent approach.  All practitioners will integrate the ‘Think Equal’ programme into playrooms, through intentional promotions providing holistic understanding of social equality, gender, racial and religious equality, social and emotional health and well-being and global citizenship, based on social-emotional learning.    All practitioners will participate in training to identify the trackable experiences and outcomes to identify children’s new learning, knowledge and skills.  All practitioners will plan and evaluate ‘Think Equal’ sessions to ensure inclusivity for children that are pre-verbal ensuring appropriate breath, depth, challenge and pace for all.  All practitioners will have the opportunity to connect with team members from Methilhaven ELC and Paxton ELC to highlight and share effective practice.  Practitioners will network with other professionals in Levenmouth Cluster who are delivering the programme to maintain the highest standards through best practice and delivery.  The ‘Think Equal’ objectives will be threaded through our universal family learning programme, which will support the development of positive relationships and encourage parents to support their child’s emotional and social wellbeing.  All families will have the opportunity to engage in stories and activities from the ‘Think Equal’ resource pack through our Seesaw App, promoting the learning link between nursery and home. | Led by SLT  All practitioners      Led by SLT  All practitioners    Led by SLT  All practitioners    Led by SLT  All practitioners  All practitioners across the 3 settings.    Led SLT  All practitioners    Led by SEYO/Family Worker  Supported by practitioners  All practitioners | | Questionnaires and feedback gathered at the beginning and end of the academic year will evidence practitioners’ knowledge and confidence level when delivering the learning objectives and key messages.  All practitioners (including any new staff) will have completed the Think Equal online training.  Professional dialogue.  Skill based quality observations recorded in PLJ’s, planning, floorbooks and wall displays.  Adult and child’s voice evident throughout the nursery alongside natural discussions, with rich and meaningful interactions.  Practitioner professional development and reflective practice will be evident.  Use of language by children.  Child engagement  Increase in high quality skill-based observations for appropriate E’s and O’s throughout PLJ’s.  Responsive and fortnightly focus planning  Ongoing evaluations of the progress of all learners.  Resource pack and stories from the ‘Think Equal’ framework will be embedded into the Playroom through fortnightly focus planning.  Activities will be carefully planned to support the lesson aims and objectives, while balancing children’s unique learning needs.  Quality observations recorded in PLJ’s, planning, floorbooks and wall displays.  Rich and meaningful interactions with children.  Ongoing evaluations of the progress of all learners.  Practitioners will confidently be able to share learning and methods of recording, tracking and evidencing the ‘Think Equal’ programme.  Professional dialogue.  Practitioner professional development.  Consistent approach.  Practitioners will confidently be able to share learning and methods of recording, tracking and evidencing the ‘Think Equal’ programme.  Professional dialogue.  Reflective practitioner notes from cluster sessions  Group session plans will make connections to ‘Think Equal’ objectives and lessons.  Impact reports  Parental feedback through discussions, observations and questionnaires.  Parental feedback  Responses and engagement gathered through Seesaw. | Beginning in August 2025  Beginning in August 2025  Ongoing throughout session 25/26  Ongoing throughout session 25/26  Throughout session 25/26  By June 2026  Ongoing throughout session 25/26    Ongoing throughout session 25/26 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |