## **Early Learning and Childcare**

## SIP & SER Training

2024/2025









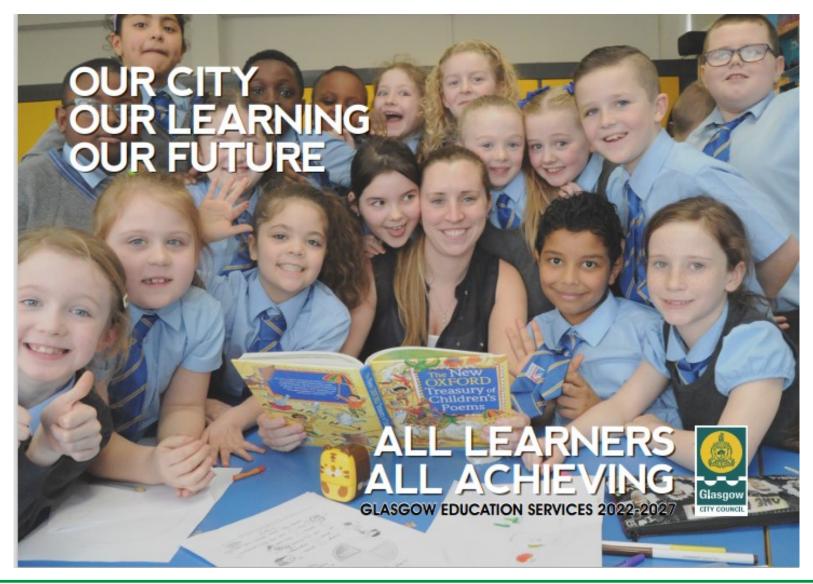
## **Purpose**

- To streamline the self-evaluation planning and recording process
- To provide robust information that evidences the journey of improvement
- To ensure each setting provides a coherent annual plan of how they go about improving outcomes for children and families
- To support Education Scotland and Care Inspectorate Inspections









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# All Learners All Achieving



#### **OUR PURPOSE**

Sustainable development goal 4:

Ensure inclusive and quality education for all and promote lifelong learning.



#### **OUR VISION**

A world class learning city founded on nurture principles.



#### **OUR VALUES**

COMPASSION, AMBITION, TRUST, EQUITY



#### **CHALLENGES**

We have identified **five grand challenges** that offer the most promise
in achieving our vision of **A world class learning city founded on nurture principles**, ensuring every learner is able
to embrace their potential.

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Engagement, Participation and Inclusion

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## All Learners All Achieving





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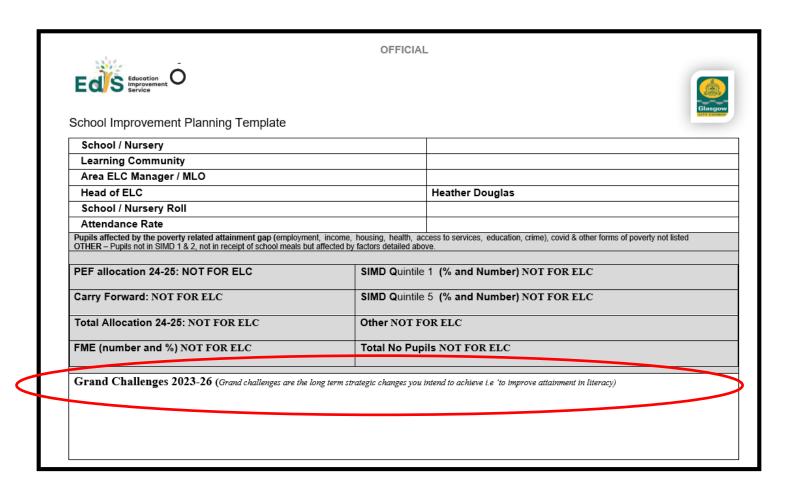
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## **School Improvement Plan**



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## Improvement Planning

Effective planning consists of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners and should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing
- priorities clearly linked to NIF drivers and HGIOELC quality indicators (Qls)
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams
- clear deadlines which ensure priorities are achieved within intended timescales
- clear planning for how to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty- related attainment gap
- measures of success which include performance data, quality indicators and stakeholders' views

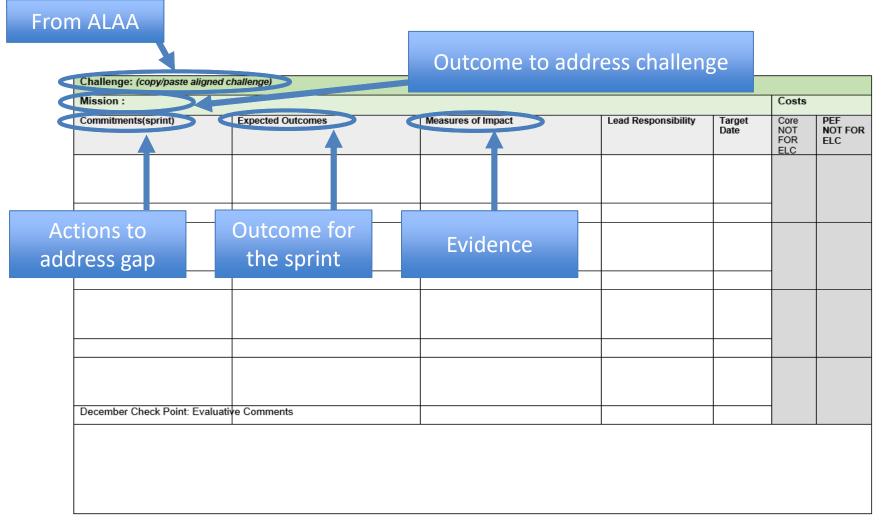
### Adapted from Education Scotland











**OFFICIAL** 









An outcome is a statement that sets out the change you want to see happen. It describes what 'better' will look like.

### What does an



look like?

- Consistent features: Who, what & how
- Specific
- Achievable
- Measurable

....this all helps to build shared understanding and produce actionable information.









### What does an outcome look like?

### Who What How -

Partnership working will be enhanced to support establishments in the improved meeting of learners' needs and the development of family learning.

### **EVIDENCE**









### What does an outcome look like?

### Who What How

Increased engagement with all families by effective use of Seesaw (digital platform)







### What is in an outcome?



Learners Parents Motivation

Knowledge

**Awareness** 

Understanding

Attitudes

Thinking

Perceptions

Opinions

**Aspirations** 

Skills

**Focus** 

**Increased** 

Decreased

More/less

Raised

Lowered

**Improved** 

Enhanced

Higher quality

More effective

How;

**Practice** 

Actions

Behaviour

Policies

Content

**Processes** 

Provision

Decision-

making

Partnerships

Hows

Increased

Decreased

More/less

Raised

Lowered

**Improved** 

Enhanced

Higher quality

More effective

## Putting together a strong building block



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### What are Measures?

Measures are the data/evidence that will allow you to determine whether or not the change has taken place.









### What role does data play?







Data is not the destination; it is part of the journey.

Use data throughout the process to ensure a reflective, rigorous and diagnostic approach to closing the poverty related attainment gap.











Analyse data to identify and understand gaps.

Use data to inform planning for improvement, set benchmark and targets.

Data supports ongoing tracking and monitoring of approaches or interventions.

Ongoing tracking of data informs adjustments.

Data is used to evaluate impact from a benchmark and to inform next steps.

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

eine inclusion



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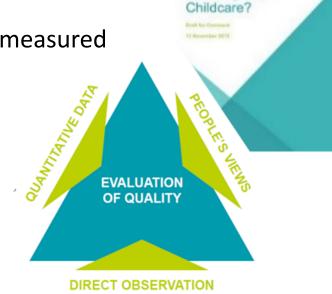
### Three main kinds of evidence

• Direct observation – what you and others can see, hear, smell, taste, feel

Peoples' views - what people say or write

Quantitative – what can be quantified, counted, measured

"the way in which individuals and settings explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements and success and areas that still need action."



How good is our Early

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All stakeholders are involved in collecting a wide range of quantitative data. Examples include Glasgow Counts and LfA framework, Leuven Scales, Quantitative data from questionnaires. Effective self evaluation requires staff to use this data to inform decision making such as interventions.



All stakeholders should have regular opportunities to share their views.
Examples of this are: surveys, staff meetings, ongoing professional dialogue, family questionnaires and learning conversations with families and children.

#### DIRECT OBSERVATION

Direct observations include all observations of children's learning, observations/audits of environment, recording of interactions, time samples, POLLI, conversational styles, 6 stages of language and communication development.

All stakeholders including parents, practitioners and partners can be involved and then give feedback that supports self evaluation.

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#### Challenge: Wellbeing and Learning

**Mission 1:** Further develop practitioners understanding of using the GIRFEC approach to promote children's wellbeing and learning that meets their individual needs.

All staff take part All				
in awareness raising sessions using sessions on the National Practice Model to identify children's wellbeing needs.	I staff can observe and an bespoke support sing the wellbeing dicators to meet the dividual needs of all arners. All learners ceive bespoke support and interventions to help em reach their otential.	Tracking conversations with practitioners, Observations, Review of WAPS, Personal Plan, Professional Dialogue depicts language of GIRFEC	Management Team	Aug 24

#### **December Checkpoint**

**Evaluative Comment** (HGIOELC measuring impact and progress)

As this is a 3 year plan you should have regular bi annual check ins to record progress and the impact. Rigorous and robust evidence is required to write evaluative statements.



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## **Self Evaluation Report - SER**

The SER is aligned with the key quality indicators from How Good is Our Early Learning and Childcare (HGIOELC).

The SER should be updated regularly throughout the year to reflect evaluation of your progress with your SIP and linked to your quality assurance calendar.

Indicators around leadership and management such as 1.3 are the drivers of improvement.

Learning provision indicators, for example 2.3 are the *levers for improvement*.

Successes and achievements indicators such as 3.2, 3,3 are the *resulting output/outcomes*.

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?
1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  1.3 Leadership of change  1.4 Leadership and management of practitioners  1.5 Management of resources to promote equity	2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning



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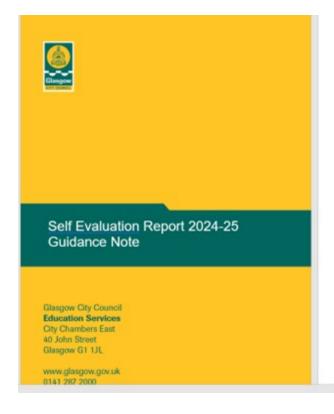
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# Self Evaluation Report (SER)



Guidance Notes for completion of 24-25 Self Evaluation Report

#### Introduction

In order, to drive finned continuous improvement and ensure all learners are indeed achieving, our achieving the clear se what needs to be improved. In, order, by did this solicol indoors and practitioners impaire a clear filamework that supports and practitioners.

The thow Good is Our documents provide a toold the use of school and the influence of eight eight provided instance the large features of effective esidence based evolution. All establishments shall use the local evolution in destrip, areas for further growth and improvement aligned to the core fourthly indicates, 0°GDOS 4; All self-withs Educational Services must be exporting in emberacing the principles and practices of self-evaluation as a means of assuring and improving quality in education.



The 2020 launch of Glappor's refreshed Learning & Teaching Francovic: Otherwise Teaching Control of Control of Section 1 Sect



The scientific implementation approach and spirit mobil adopted to our School Improvement Planning approach in an evidenced to based and obseight dispared to the Glasgore Pedagogy Framework.
This is supporting solved monitoring and evaluation of the progress and impact of plans throughout the

To sneure continued approaches to receitating and tracking of plaza, the Self Emiliation Report replaces the Education Perspective Report (EPR) from August 2004.

This report articulates with the principles and guidence-outlined in relation to School Improvement Planning, the ambittion described in All Learner All Achtering and the priorities of the National Improvement Framework.

implementation period of the plan.

The current draft template for School Improvement (Bazzma, SP) offers a template and principles for manageable and meaningful evidenced informed approaches to planning and professional learning.

The key features of effective planning must be evidenced in all GCC plans-

- Shared understanding of local context
   Effective, collaborative suff-availables.

All improvement plans must have clearly articulated outcome statements that sets out. The chance are sweet to see homeon. It describes what before will look like

Measures are the data-indexed that will allow you to determine whether or not the change has taken place. Using these core elements of the plass, who is will be able to write clear evaluation statements aligned to the themse of the free core Quality Improvement indicates resulted in How Good a Ow School 4 (HDIOS 4) and How Good is Ow Early Learning and Childrec (HDIOSELC):



Self-evaluation approaches in our editions must be consistently good and lead to the achievement and maintenance of high standards, represented to performance, targeted action on aspects of practice and pediogogy needing to be improved and leads to continuously improving subconess for all learners.

A self-improving system is realised through well considered, honest and on-going self-evaluation activity against core Quality Improvement Indicators.

Key to self-improvement to regular and rigorous <u>entlance.based</u> evaluation and professional decusation to determine:

- . How are we doing against the proposed outcomes in the
- Improvement Plant
  Plant do we lexeu?
- Vitrat are we going to do now to makinise the identified outcomes?

School self-evaluation activity must be abgread with the school improvement plan and should be defailed in an agreed School Quality Improvement Calendar.

The seff-evaluation activity outlined in the Calendar should support the on-going gathering of evidence of impact on learners.

The establishment Assessment Franseverk is the comersions of the monitoring & tracting process. As sched leaders, practitioners and link officers must be satisfied that both are robust and providing valid and reliable data which is used to inform programment actions.

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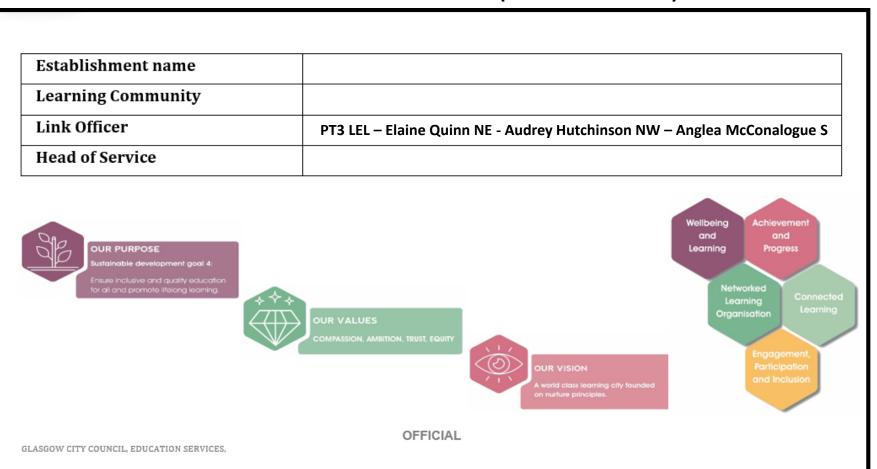
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### **SELF EVALUATION REPORT (PREVIOUSLY EPR)**





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#### **Education Scotland**

### The six-point scale is a tool for grading the quality indicators

#### Terms we use in the inspection process

The following table explains the words inspectors use when making judgements.

excellent	means	outstanding, sector-leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

The following words are used to describe numbers and proportions:

almost all	means	over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%
few	means	up to 15%



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EVALUATIVE STATEMENTS				
Quality Indicator	1.3 Leadership of change			

How well are you doing?  Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)	How do you know?  Describe the evidence you have gathered which details impact on pedagogy and learners	What are you going to do now? What are your next steps/ priorities in this area?	
Almost all practitioners regularly reinforce the What Matters to Me approach with children and families.  All leaders practice our nursery values in their daily interactions with others, leading by example.  Most practitioners are clear about our strengths and areas for development across the nursery.  All practitioners are aware of our current improvement plan in relation to supporting learning, teaching and assessment including targeted support.	These are shared and are visible in displays and observations of practice.  Observations, professional dialogue, use of restorative approaches. Leadership of change survey.  SIP check points.  Regular evaluations of children's progress through tracking. CSE visits, Care Inspectorate inspections.	New vision, values and aims to be shared with stakeholders.  Actions arising from Leadership of Change survey for example supporting children's behaviours, individual care plans to support children's specific needs.  Whole staff team self-evaluation activity: What People Say – INSET 5. To inform and support shared clarity over strengths and areas for development.	
Using the descriptors from HGIOELC, how do you evaluate your progress within this Quality Indicator? (Please Highlight)			

Very Good

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Unsatisfactory

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Weak

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Satisfactory

ngagement, Participation and Inclusion

Good



Excellent





EVALUATIVE STATEMENTS				
<b>Quality Indicator</b>	2.3 Learning, teaching & assessment			

How well are you doing?  Evaluative statements describing the impact of improvement actions detailed in your current Improvement Plan (measured against expected outcomes)	How do you know?  Describe the evidence you have gathered which details impact on pedagogy and learners.	What are you going to do now? What are your next steps/ priorities in this area?	
Most children are actively involved in learning through a balance of adult-led and child-led experiences indoors and outdoors.	Staff were trained on effective observations during in service day 2 in August 2024. SMT monitored the observations and provided feedback. Additional sessions were arranged. Peer mentoring was highly effective between practitioners. (Linked to SIP priority 1)	Continue to monitor planning to ensure there is a balance of responsive and intentional within each area. (December checkpoint)	
The majority of children are making good progress in developing language and literacy skills.	We identified the need to co-create safe spaces with children to talk, sing, rhyme and play with sounds, vocabulary, and print.  Audits were effectively used to gather children, parents, and staff views.  Evidence was analysed and identified an increased number of children (74% from the baseline 55%) now participating in singing, rhyme and reading sessions daily. (SIP priority 1)	Provide a wider variety of open- ended and structured materials to support and challenge further learning in literacy, in a more accessible way for all children.	
A few children are participating in 3 targeted interventions specifically designed to consistently motivate and engage them every day.	Almost all practitioners attend Ed Psych and SALT training for Language and Communication Friendly Environment at in-service day and questionnaires evidence an 80% increase in knowledge and understanding.  PATHS champion continuing to deliver weekly sessions and evaluate children's progress using PATHS evaluation template.  All WAPs have been reviewed with parents and adapted this term. (SIP priority 1)	Environment requires adaptation in 3-5 space as a priority to meet the needs of a few children who are not meeting their developmental milestones. (December checkpoint)  Ensure all practitioners understand and implement strategies: 1-3 in LCFE (May checkpoint)	
Heing the descriptors from HCIOFI C, how do you evaluate your progress within this Quality Indicator? (Please Highlight)			

 $Using the descriptors from \ HGIOELC, how do you evaluate your progress within this \ Quality \ Indicator? \ (Please \ Highlight)$ 

Unsatisfactory Weak Satisfactory Good Very Good Excellent

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#### EVALUATIVE STATEMENTS Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion How well are you doing? How do you know? What are you going to do now? Evaluative statements describing the impact of improvement actions detailed Describe the evidence you have gathered which details impact on pedagogy and learners. What are your next steps/ priorities in this area? in your current Improvement Plan (measured against expected outcomes) Almost all children have a shared understanding of their rights Staff listen to children, Children always show respect for each other and Choose a Rights Champion for each key and the rights of others, helping them to become 'global for adults. This is included in our revised Vision, Values and Aims. group to participate in a focus group. citizens' and have contributed to the development of our Key rights are explained to children through discussions and looking at (September 2024) and talking about pictures from UNICEF. We use the language of rights nursery charter. daily and encourage children to make choices and decisions about their Talk to families about rights and ask parents to sign a Parents' Charter when learning. their child starts nursery. (August '24-Feb Introduced a 'Rights Respecting' soft toy that represents each group, 25) named after an endangered species (elephants, seals, wolves, lions, tigers). Parents are beginning to add pictures to our online Learning Demonstrate how we value each child's Journal when children bring the toy home as part of our home learning identity and family using maps and programme, 91% of parents have commented in journals. children's voice in our wall display. (Sep (SIP Priority 2) 24) Analyse the data for the 10% of children Most children access high quality outdoor play and learning Staff record the children playing outdoors on a weekly register. This is who choose not to play outdoors. Observe monitored daily to highlight any children not playing outdoors. The during every session. their interests and adapt planning and records are averaging 76%. spaces to provide suitably inviting Children are consulted on the spaces and experiences and staff plan experiences. SMT to continue to monitor. accordingly to ensure all requests are heard and actioned where possible. Continue to develop staff understanding and The Leuven Scale has been introduced by SMT and 3 staff are using the extend utilisation of the Leuven scale to give a 5-point scale effectively to measure a child's emotional well-being and standardised way to support observations involvement. (3 children in different groups as part of a small-scale Test of and share them with parents. This will be Change) based on findings from Test of Change. (SIP Priority 2) (December checknoint) Using the descriptors from HGIOELC, how do you evaluate your progress within this Quality Indicator? (Please Highlight) Unsatisfactory Weak Satisfactory Excellent Good Very Good



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How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?		
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)					
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.		
	QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.		
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)					
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.		
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)					
Click here to enter text.	Click here to enter text.	Click here to enter text.	Choose an item.		
QI 2.2 Curriculum: theme 2 Learning pathways					
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.		
QI 2.7 Partnerships: theme 3 Impact on children and families (parental engagement only)					
Click here to insert text	Click here to insert text	Click here to insert text	Choose an item.		

https://education.gov.scot/media/wfubxmed/full-model-headteacher-briefing.pdf

## **Further Support**

- Drop In Sessions at ELC Training Base (Duntarvie)
  - Wednesday 4<sup>th</sup> Sept 9:30-12pm
  - Friday 6<sup>th</sup> Sept. 9:30-12pm

TEAMS Twilight – Monday 9<sup>th</sup> Sept. 4:30-5:30pm













## Summary of Inspections

- Tracking and Monitoring All curricular areas
- Progress over time Tracking conversations
- Attainment
- Child Protection chronologies







