****Early Years – Improvement Planning Document

Binnie St Children’s Centre

Establishment Name:

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Signatures:

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| Head of Establishment | Ruth Wyllie | Date | 18th June 2021 |

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| Quality Improvement Officer | Linda Wilkie | Date |  |

Our Vision, Values and Aims

**Our Vision**:

A happy friendly Centre with aspirations and expectations that all children will develop and learn in their own way.

**We value**:

Honesty, Trust, Success, Friendship

**Our Aims**:

We aim to be approachable and transparent in our role as early educators and carers of children.

We will have aspirations for our children and encourage them to develop in their own individual way.

We aim to provide quality resources and experiences which support and challenge all our children

We aim to ensure that there is fairness and equity in everything that we do. We strive to give all our children and families the same opportunities to grow and develop.

We aim to encourage staff to continue to develop their skills and be enthusiastic about learning

We aim to engage with our local community and continue to value the strong nurturing relationships which we have developed over the years. .

3 Year Overview of Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2019-2020

Session 2020-2021

Session 2021-2022

Overview of rolling three year plan

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|  | **Session 2019/20** | **Session 2020/2021** | **Session 2021/22** |
| Improvements in attainment, particularly in literacy and numeracy | Further embed Literacy and Numeracy in all areas of the 2-3 playroom and involve parents in this through a home/nursery resource | Parents will participate with delivery of literacy and numeracy within the Centre  To carry out a further moderation session with a focus on numeracy | **Play Pedagogy**:  To support practitioners to appropriately use play pedagogy to support children’s learning and development.  Play connects the underpinning skills of CFE and as indicated in HIGIOUSELC provides opportunities to raise attainment and achievement. |
| Closing the attainment gap between the most and least disadvantaged children | Tracking has been reviewed for all children. Tracking meetings have been carried out with all keyworkers and the SMT | To continue tracking meetings with all staff and SMT. They will be carried out termly. All children will have their next steps identified and clear areas of where we can find the evidence to support progress | **On –line Learning Journals:**  The use of online learning journals will support us to move from a paper profile to an electronic profile.It will capture, collate and share a child's learning journey and daily activities digitally. |
| Improvement in children and young people's health and wellbeing | Evidence to be gather from Car project. Impact and next steps  Will be identified planned for next session | Ruth to continue to support the authority’s working group on developing a health and wellbeing pathway | **Applying Nurture as a whole School Approach:**  To continue to embed the values that underpin a whole school nurturing approach, with a focus on nurture principle 5, *All behaviour is communication.’* |
| * Improvement in employability skills and sustained positive school leaver destinations for all young people   (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills) | Outdoor programme will now be developed to include Beach Programme for the summer term which include parental participation | Parents to continue to support staff and children on the woodland walk.  To extend the woodland walk to include a forest school session.  A member of staff to be identified for forest school training to assist Fiona Bain. | **Digital School Award**  To begin working towards our digital schools award.  To embed digital technologies across our curriculum  To support practitioners confidence and the adoption of digital pedagogies  To support children and parents with knowledge on safe internet use and resilience  To close the gender gap and increase female representation within digital industries. |

*These should be high level priorities*

Action Plan –Session 2021-2022

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  **Play Pedagogy in the Early Years** | | |
| **NIF Driver**  School Improvement  Assessment of children's progress  Parental engagement | **HGIOELC**  1.3 Leadership of change  1.2 Leadership of learning  2.5 Family learning  2.3 Learning, teaching and assessment | **RRS**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Expected outcomes for learners which are measurable or observable** |
| * Practitioners will understand the importance of play and the value of Child centred Play. * Practitioners will be knowledgeable and sensitive around the timing and nature of interventions and interactions. * Practitioners will be reflective and intervene appropriately and take into account children’s interests and prior knowledge. * The Early Level Play Pedagogy toolkit and Realising the Ambition: ‘Being Me’ will support practitioners understanding of play pedagogy to support children’s learning and development. |

| **Tasks to achieve priority** | **Timescale and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| * 1.1 The whole staff team will undertake training on the framework Realising the Ambition ‘Being Me’, with reference to Section 4: the importance of play. | August 2021-  Checkpoint –October In service Day 2021 | SMT  All staff | Realising the Ambition framework |
| 1.2 As a staff team we will access the PowerPoint presentations within the Early level Play Pedagogy toolkit .These include:   * Introduction * Why Play Pedagogy * Play Pedagogy in Practice * Moving Forward. | October In-service Day 2021-  Check point February In -service Day 2022 | SMT  All staff | The Early Level Play Pedagogy toolkit |
| 1.3 Staff will take part in weekly collegiate moderation. Staff will take photographs or short videos of children playing in our setting. These will be used to support professional dialogue. | June 2021-On going | SMT  All staff | Weekly staff meetings  Peer to peer moderation |
| 1.4The staff team will develop a shared rationale of play.  We will provide opportunities for staff to work together to develop a shared vision of play.  We will aim to make the best use of all adults by developing an open ended higher order approach to questioning in the play setting.  Staff will have an overview of higher ordering questioning and how best to challenge children’s higher order thinking  1.5 Parents will have the opportunity to attend a ‘Play Workshop’ and a Stay and Play session all being that the COVID restrictions have been lifted and parents are allowed back into the building. | January 2022-April 2022  Date to be arranged | SMT  All Staff | Collegiate staff planning meeting  Realising the Ambition ‘Being Me’  Parent Workshop |

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| **Evidence of Impact** |
| * The nursery as a whole will have developed our own shared vision of ‘play pedagogy, achieving a consistent pedagogical approach across the nursery * Practitioners will have an understanding of how interactions, experiences and spaces are central to play pedagogy * Through moderation, practitioners will have a clear understanding and perception of play pedagogy, reflecting on key learning for the child. |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children  **The use of on-line journals to capture, collate and share children’s learning with parents** | | |
| **NIF Driver**  Assessment of children's progress  School Improvement  Performance information | **HGIOELC**  1.2 Leadership of learning  1.3 Leadership of change  2.2 Curriculum  3.2 Securing Children's progress | **RRS**  Article 12 (Respect for the views of the child):  Article 3 (Best interests of the child): |

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| **Expected outcomes for learners which are measurable or observable** |
| * All parents will have access to their children’s profiles in a digital form on line. * Parents will be able to contribute to children’s learning and support children’s next steps. * We will be able to monitor and track parental engagement .This will allow us to support all parents the opportunity to engage in their child’s learning. * On line journals will allow practitioners and parents to share learning experiences at home and at nursery * It will recognise and celebrate children’s achievement * Parents will have a more accessible way view their child’s nursery day * An additional way to record and track children’s progress. |

| **Tasks to achieve priority** | **Timescale and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| 2.1 A small cohort of children had already been identified to trial to online journals for 6 months. We decided it would be easier to trial it with the children aged 3-5 initially. | February 2021-  June 2021 | SMT  Staff | Staff Training  Staff timetabled to allow time to facilitate and input information into learning journals. |
| All the parents will receive a booklet explaining the benefits of the on line journals and how to access them at home. | February 2021 | SMT  Parents |  |
| 2.2 The staff team will have a refresh on the training that was given last year, ready for it to be rolled out to all the children aged 3-5 | July 2021 | Staff | Refresh training for staff. |
| 2.3 Staff will initially practise submitting observations on trial children as a learning tool before going live. | May 2021-May 2022 | SMT  Staff | Peer to peer moderation on observations.  This will be shared at staff meetings. One observation to be discussed by identified staff member. |
| 2.4 SMT will create an individual profile for all 3-5 children, linking the frameworks CFE and Realising the Ambition. | June 2021- December 2021 | SMT | Staff timetabled to allow time to facilitate and input information into learning journals |
| 2.5 The on line journals will go live. The parents will receive their own individual password in order to access them and to contribute too. | May 2021-May 2022 | Parents  Staff | SMT to audit nursery activity and parent activity weekly |
| 2.6 On line journals will be available for our parents who have children aged. 2-3 along with children who attend our OOSC provision.  Realising the Ambition and the Shanarri Wellbeing Web will be the frameworks that will support them. | July 2021-June 2022 | Parents  SMT  Staff | Staff Training |

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| **Evidence of Impact** |
| * Practitioners observations can be quickly assessed and linked to assessment frameworks * Parents can view observations at a time when it’s more convenient to them and add their own. * Learning can be shared with parents and children who can make their own contributions * Practitioners will be skilled in uploading media, observations, photos, including written observations of their children. * Timesaving: more time for practitioners to spend interacting with the children. * Progress of children can be tracked individually with I can statements to guide and provide ideas rather than see them as targets |

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| **Priority 3** Improvement in children and young people's health and wellbeing  **To work in partnership with Psychological Services to explore the wider authority plans in relation to Trauma Informed Practice**  **To use Education Scotland-‘Applying Nurture as a Whole School Approach ‘ as a framework** | | |
| **NIF Driver**  Assessment of children's progress  Performance information  Parental engagement | **HGIOELC?**  2.4 Personalised support  2.3 Learning, teaching and assessment  1.2 Leadership of learning  3.1 Ensuring wellbeing, equality and inclusion | **RRS**  Article 3 (Best interests of the child):  Article 28: (Right to education): |

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| **Expected outcomes for learners which are measurable or observable** |
| * To continue to embed ‘Applying Nurture as a Whole Nursery Approach’ * For all staff to fully embed nurturing principles in their everyday practice. * To support practitioners as emotion coachers: |

| **Tasks to achieve priority** | **Timescale and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| 3.1 Further training for all staff on :   * Emotion Coaching * Aces * Nurture * Trauma Informed Practice * Escalation and De-escalation | June 2021 | CMO-Carol Anne Crawford  Staff  SMT | Staff Training (CMO) |
| 3.2 To create an implementation team to further support the whole staff team. Building staff capacity to be emotion coaches. | June 2021 | SMT  Early Years Practitioners |  |
| 3.3 To carry out a test of change with a small number of children. This will allow us to measure the impact. | October 2021 | SMT  Implementation team | The Leuven Scale for Involvement  SMT observations of staff interactions  Playroom observation using profile |
| 3.4. For the implementation team to lead and support parent information sessions around nurture and trauma. | Unsure-Depends on COVID restrictions | SMT  Implementation team | Information sessions for parents, by  Web ex or information day. |

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| **Evidence of Impact** |
| * Practitioners will have a better understanding of the basic principles of trauma informed practice. * Practitioners can actively use the crisis curve to assess, plan and implement in order to support times of distress. * The implementation team will support practitioners to reflect on their attunement style identifying key areas that they feel are strengths and key area’s they wish to develop. Video feedback may be used to support this * All children ,parents and staff will feel welcomed and supported within the nursery setting * Staff recognise that where early experiences have been impacted, staff are key to recreate some of these missed opportunities to support children in their ‘second chance learning’ |

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| **Priority 4** Improvement in employability skills and sustained positive school leaver destinations for all young people  (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)  **Gaining our Schools Digital Award** | | |
| **NIF Driver**  Teacher professionalism  Performance information  Assessment of children's progress | **HGIOELC?**  3.3 Developing creativity and skills for life  2.2 Curriculum  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | **RRS**  Article 3 (Best interests of the child):  Article 31 (Leisure, play and culture): |

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| **Expected outcomes for learners which are measurable or observable** |
| * It will provide a framework to deliver digital technologies and support skills for life, learning and work. * It will improve practitioners confidence in delivering digital learning and teaching across the curriculum * It will provide support to children and parents on Internet Safety and Cyber Resilience at Early Level |

| **Tasks to achieve priority** | **Timescale and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| 4.1 –To identify 2 digital champions to take the lead on gaining the Digital Schools Award.  One member of staff from the SMT and one early year’s practitioner.  To register the nursery on line and create our own account. | May 2021 | Louise-Senior  Kimberley- EYCO |  |
| 4.2 The digital champions will take part in the initial authority training on:   * Glow & Office * Cyber Resilience & Internet Safety at Early Level * Digital Literacy & Computing science through play | In-service Day –June 2021 | Louise-Senior  Kimberley- EYCO | Training support by the authority |
| 4.3 To form working group. To begin to complete the self-evaluation | August 2021-December 2021 | Louise -Senior  Kimberley-3-5  Ailsa – 2-3  OOSC | Discussions with SMT and Staff |
| To complete the first part on **Leadership and Vision.**  4.4-To develop our own digital technology policy.-This will outline a vision that conveys a positive attitude to the use of digital technology in our nursery/It will link curriculum, planning internet safely and resources. | August 2021-December 2021  August 2021-December 2021 | SMT  Staff  SMT  Staff | Fortnightly planning meetings with working group  Nursery improvement plan showing progression of internet safety and cyber resilience across the curriculum  Discussions with children and staff |
| 4.5-**Use of Digital Technology to Deliver the Curriculum** | December 2022-March 2022 | SMT  Staff | Audit of Digital Resources  Identify what new resources could be purchased |
| 4.5 **School Culture**  **Professional Development**  4.6**-Resources & Infrastructure** | March–April 2022  April-June 2022 | SMT  Staff  SMT  Staff | Information sessions for parents, by  Web ex or information day.  Peer to Peer CLPL  Staff /Children’s discussions  Planning time  Showcasing the use of beebots and other physical devices  Staff plans embedding into learning and teaching across the curriculum |

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| **Evidence of Impact** |
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| * It will provide a road map for nursery improvement. * It will support staff to plan digital across the curriculum * It will support practitioners confidence and the understanding of digital pedagogies at the early level * It will support skills development in our children in particular, problem solving, creativity, critical thinking and leadership |