

Early Years – Improvement Planning Document

Establishment Name: Glenbrae Children's Centre

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Signatures:

Head of Establishment	Fiona Brogan and Craig Scott	Date	02.07.2021
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Quality Improvement Officer	Linda Wilkie	Date	
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Our Vision, Values and Aims

Vision

In Glenbrae Children's Centre we will provide high quality services to meet the needs of children and families in a nurturing environment.

Values

In Glenbrae Children's Centre we ensure all children feel safe, secure and happy.

We value:-

Honesty and trust

Enjoyment and achievement

Respect and inclusion

Care and nurturing

Equality and diversity

We will ensure that children's rights are at the heart of all we do.

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

	Session 2019/20	Session 2020/21 (COVID Recovery)	Session 2021/22
Improvements in attainment, particularly in literacy and numeracy	Cluster plan for Early level reading through transitions	During the periods of recovery the curriculum had a strong focus on HWB	To increase skills and knowledge of all children in literacy and numeracy through high quality learning experiences.
Closing the attainment gap between the most and least disadvantaged children	Tracking in Numeracy, Literacy and Health & Wellbeing	Tracking systems were developed, put in place and evaluated. Approaches to home learning developed.	Use Inverclyde Progression Pathways to track learning and development of all children.
Improvement in children and young people's health and wellbeing	Visions and Values Intergenerational learning	Ensuring children, staff and families feel safe in the nursery environment, supporting them through periods of change and loss.	The PATHS programme will be embedded across the centre to support the Health and Wellbeing of all children. This will be appropriate to the children in each playroom.
Improvement in employability skills and sustained positive school leaver destinations for all young people	Improvements to outdoor areas and ECO schools	A communities of practice has been developed through Virtual nature schools. Also 3-5 outdoor space has been further developed.	All children will have opportunities to experience and develop life skills through quality outdoor play, digital learning and learning a new language.

<p>Priority 1 Improvements in attainment, particularly in literacy and numeracy.</p> <ul style="list-style-type: none"> - To increase skills and knowledge of all children in literacy and numeracy through high quality learning experiences. 		
<p>NIF Driver Assessment of children's progress Parental engagement Performance information</p>	<p>HGIOELC? 1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing Children's progress</p>	<p>RRS Article 28: (Right to education):</p>

<p>Expected outcomes for learners which are measurable or observable</p>
<ul style="list-style-type: none"> • Skills and knowledge of almost all children in literacy and numeracy will increase. • Earlier identification of children who may require support and challenge.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1.1 With an emphasis on Maths and Numeracy we will revisit SEAL documents and examples of good practice with all staff.</p> <ul style="list-style-type: none"> • Each block strategies will be identified to promote opportunities for learning through these processes. • Baseline assessment of all children will be recorded and this will be measured termly to identify challenge and support required. 	<p>August 2021- ongoing.</p>	<p>Early Years Teacher. Early Years Graduate. All staff.</p>	<p>SEAL documents and guidance Time to re-visit document and training pack.</p>
<p>1.2 With an emphasis on Literacy we will revisit Word Aware training with all staff.</p> <ul style="list-style-type: none"> • Contact Literacy CMO and work in partnership to develop staff knowledge and 	<p>August 2021- ongoing.</p>	<p>Literacy CMO. Early Years Teacher. Early Years Graduate.</p>	<p>Word Aware documents and guidance. Time to re-visit document and training pack.</p>

<p>skills in this and develop a programme for the year.</p> <ul style="list-style-type: none"> • Each block strategies will be identified to promote opportunities for learning through these processes. • Baseline assessment of all children will be recorded and this will be measured termly to identify challenge and support required. 			
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<p>Evidence of Impact</p>
<ul style="list-style-type: none"> • Literacy and numeracy will flow throughout the centre and the curriculum. • Children will be confident in literacy and numeracy in play experiences. • Quantitative data from progression pathways tracking tools. • Qualitative data from staff observations, professional dialogue with staff and reporting to parents.

Priority 2 Closing the attainment gap between the most and least disadvantaged children. - Use Inverclyde Progression Pathways to track learning and development of all children and plan and provide challenge and support effectively.		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOELC? 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children's progress	RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> Numeracy and Maths and Literacy tracking will be in place for all children. Earlier identification of children who may require support and challenge will take place.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
2.1 Use Inverclyde Pathways for Literacy and Numeracy to track learning. <ul style="list-style-type: none"> Upload pathways onto Learning Journals Staff to familiarise themselves with the pathways. Staff manually update the pathways to track learning and development. Areas for challenge and support will be identified. 	September 2021 – Ongoing. Checkpoints during: <ul style="list-style-type: none"> October 21. February 2022. May 2022. 	Senior Management Team. 3-5 Staff.	Inverclyde Pathways for Literacy and Numeracy. Time for staff to re-familiarise themselves with Pathways and Learning Journals.

Evidence of Impact

- Literacy and numeracy will flow throughout the centre and the curriculum.
- Children will be confident in literacy and numeracy in play experiences.
- All staff will be confident in using Progression Pathways.
- Quantitative data from progression pathways tracking tools.
- Qualitative data from staff observations, professional dialogue with staff and reporting to parents.

Priority 3 Improvement in children and young people's health and wellbeing.

- The PATHS programme will be embedded across the centre to support the Health and Wellbeing of all children. This will be appropriate to the children in each playroom.

NIF Driver Parental engagement Assessment of children's progress Teacher professionalism	HGIOELC? 3.2 Securing Children's progress 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change	RRS Article 28: (Right to education): Article 29: (Goals of Education)
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Expected outcomes for learners which are measurable or observable

- Children will develop positive relationships with each other and develop an understanding of their emotions
- By working closely with parents and other partners, we will ensure the highest possible standards for all children and families
- Parents are able to understand the role they play and feel empowered to contribute to decisions.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
3.1 PATH's programme <ul style="list-style-type: none"> • Revisit the PATHS programme, principles and practice with all staff. • Create a programme which flows across the centre in all rooms and at home. • Update PATHS leaflet and share with all stakeholders. 	August 2021- ongoing.	All staff. Jill McLarrie - Barnardos.	Training from Barnardos on in-service day PATH's programme and resources.

Evidence of Impact

- Transitions will be smoother as supported by shared understanding and language of PATHS in all children and adults.
- Almost all children will be familiar with PATHS and use this in their daily routine.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people - All children will have opportunities to experience and develop life skills through quality outdoor play, digital learning and learning a new language. (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)		
NIF Driver Developing creativity and skills for life and learning.	HGIOELC? 3.3 Developing creativity and skills for life	RRS Article 29 (Goals of education): Article 31 (Leisure, play and culture):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> Improved outdoor areas will enhance all children’s learning experiences, encourage problem solving, investigation, creativity and curiosity. All children will have opportunities to develop their skills and knowledge in using technology for learning. All children will have opportunities to learn some new words and phrases in Spanish.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
4.1 Continue to offer and enhance quality of learning experiences outdoors. <ul style="list-style-type: none"> Virtual Nature Schools. Froebel. 	August 21 – ongoing.	Virtual Nature Schools Champions. Craig and Fiona. All staff.	Virtual Nature Schools materials and community learning team. Froebel reading materials and guidance. Opportunities for all staff to become familiar with these approaches and reflect on how these can be introduced in practice.
4.2 Developing digital skills in playrooms and outdoors. <ul style="list-style-type: none"> Internal audit of resources and skills/ knowledge to be completed. Evaluation of practice to be completed. 	August 21 – ongoing.	Digital Learning Champion.	Digital Learning Champion to continue to engage with authority working group. Internal Audit, Evaluation, Resources.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Next steps planned to enhance digital learning opportunities. 			
<p>4.3 Cluster EY priority.</p> <p>Introduce Spanish to pre-school children as part of 1 plus 2 modern languages programme using a set of activities developed by EYG across the Cluster.</p>	August 21 – ongoing.	<p>EY Cluster group.</p> <p>Supported by a member of staff with a Spanish qualification.</p> <p>All staff.</p>	<p>Activity resource packs developed by EY Cluster group</p> <p>Resources purchased using 1 plus 2 languages budget (£500)</p>

Evidence of Impact

- High quality learning will take place in outdoor area through and will be enhanced by Nature Schools and Froebelian approaches.
- Opportunities for digital learning will be available.
- All children will have opportunities to develop language and literacy skills while learning a new language.