

# Early Years – Improvement Planning Document

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Establishment Name:

Larkfield Children's Centre

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Signatures:

Head of Establishment	Theresa McGoldrick	Date	July 2018
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Quality Improvement Officer	Linda Wilkie	Date	
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# Our Vision, Values and Aims

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## **Our Vision for Larkfield Children's Centre is:**

To provide a high quality and inclusive service for all our children and families and to enable children to become Successful Learners, Confident Individuals, Effective Contributors, and Responsible Citizens and develop their skills for life and work.

## **We aim to do this by:**

- Providing a safe, caring and motivating learning environment.
  - Providing fun and relevant learning experiences that allow children to engage in their learning.
  - Working together as a team to ensure a high quality of care and learning is delivered whilst being committed, knowledgeable, and enthusiastic.
  - Providing the best possible support and guidance for all our families within our service and community.
  - Providing support for all children to reach their full potential.
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## 3 Year Overview of Priorities

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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 2017-2018

Session 2018-2019

Session 2019-2020

## Overview of rolling three year plan

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	<b>Session 2017/18</b>	<b>Session 2018/19</b>	<b>Session 2019/20</b>
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>Continue to raise attainment in literacy focusing on phonological awareness and listening skills</li> <li>Continue to raise attainment in numeracy using SEAL assessment tool</li> </ul>	Continue to improve children's literacy and numeracy skills	
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>Continue to use GIRFEC pathways to support all children and families to meet their individual needs</li> </ul>	Continue to improve practice to close the attainment gap	
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>Continue to raise attainment in health and wellbeing by providing stimulating resources to encourage and motivate all children to participate in their learning outdoors</li> </ul>	Continue to improve children's health and wellbeing	
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)	<ul style="list-style-type: none"> <li>Creating opportunities to develop skills for life and learning by allowing children to participate in litter programmes both within the nursery grounds and the wider community</li> </ul>	Continue to improve children's skills for life and learning	

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# Action Plan – Session 2018 - 2019

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Teacher professionalism Choose an item.	<b>HGIOELC?</b> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing Children's progress Choose an item.	<b>RRS</b> Article 28: (Right to education): Choose an item.

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Staff will embed the 'Whole Body Listening' programme within their practice to ensure that all children are making very good progress in listening skills</li> <li>• Staff to continue to embed SEAL approach to ensure that all children are making very good progress in numeracy skills.</li> <li>• Staff to reflect on own learning and teaching style and engage in CPD to enhance their practice.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 All staff will be confident in using Whole	August 2018 – May	SMT	Time for new staff to meet and engage in

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Body Listening' programme effectively to raise children's attainment in listening skills	2019 Monitored termly	All staff in playrooms  RA Literacy Coaching and Mentoring Officers	professional dialogue in the use of Whole Body Listening Programme  Minutes of planning meetings.  Children's Progress  Support from Cheryl, coaching and modelling literacy officer within the playroom.  Individual tracking sheets.  Literacy Benchmarks
1.2 All staff will embed SEAL approach effectively, to enable children to raise attainment and make progress in their numeracy skills	August 2018 – May 2019  Monitored termly	SMT  All staff in playrooms  RA Numeracy Coaching and Mentoring Officer	Minutes of planning meetings  Moderation cluster group  Support from Alison (Coaching and Modelling Numeracy Officer) within the playroom  Individual tracking sheets  Numeracy Benchmarks
1.3 Staff will engage in professional dialogue	August 2018 – Jan	QIO	Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
and CPD to further develop their knowledge and understanding of learning, teaching and assessment.	2019  Monitored termly	SMT  All staff in playrooms	Training and research materials  Professional Dialogue  Self-evaluation  Reflection on practice

#### Evidence of Impact

- Whole Body Listening programme will be fully implemented in practice enhancing children’s listening skills
- All staff will embed SEAL approach effectively to track children’s progress and raise their attainment and making progress in their numeracy skills
- Data collated will highlight the percentage of the children’s overall progression in literacy and numeracy skills
- Staff will have a better understanding of learning, teaching and assessment which will be evident in their practice

#### Priority 2 Closing the attainment gap between the most and least disadvantaged children

<b>NIF Driver</b> Parental engagement School Improvement <i>Choose an item.</i>	<b>HGIOELC?</b> 2.4 Personalised support 2.5 Family learning 2.7 Partnerships <i>Choose an item.</i>	<b>RRS</b> Article 5 (Parental guidance): Article 28: (Right to education):
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**Expected outcomes for learners which are measurable or observable**

- To ensure all children particularly children within SIMD 1 & 2 areas have 85% or more attendance
- Playroom Environment will be modified to ensure all children’s needs are being met
- Planning, assessment and tracking sheets will show progression between the most and least disadvantaged children

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 SMT will continue to closely monitor children’s absence to improve attendance, bridge the attainment gap targeting children in SIMD 1 & 2 areas	August 2018 – June 2019  Monitored monthly	SMT  Keyworkers  Family Support Worker  Other agencies	Daily registers  Attendance policy  Home visits  Time
1.2. Staff will provide children with a rich	August 2018 –	All playroom staff	Professional Dialogue

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
learning environment using a variety of sensory and visual resources	January 2019 Jan2019 – April 2019 Monitored termly	SMT Other Agencies	Sensory resources Visual props
1.3 Staff will continue to engage in professional dialogue and coaching with QIO to create a more skill based tracking, assessment tool to monitor children’s progress effectively	July 2018 onwards Monitored monthly	QIO SMT 3-5 Staff	Time Minutes of Meetings Reading materials – CFE, HGIOELC

Evidence of Impact
<ul style="list-style-type: none"> <li>• SMT will continue to monitor children’s attendance of SIMD 1 &amp; 2 children closely</li> <li>• Resources will be purchased for playroom</li> <li>• Visuals will be displayed within areas of the playroom</li> <li>• Robust monitoring and tracking systems will be in place</li> <li>• Children’s profiles</li> </ul>

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School Improvement Teacher professionalism Choose an item.	<b>HGIOELC?</b> 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	<b>RRS</b> Article 12 (Respect for the views of the child): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• All children to have resilience, strive to do their best and have a positive attitude to learning and life</li> <li>• PATHS will be embedded into children's daily routine to improve children's emotional well being</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.2 Staff will continue to provide a variety of opportunities to support the children to have confidence and self-belief in persevering in tasks during their play	August 2018 – June 2019  Monitored termly	All staff in playrooms SMT	Discussions with children  Resources  Observations  Profiles

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Staff will introduce and implement PATHS programme to all children	September 2018 – June 2019  Monitored termly	All staff in 3-5 playroom  Depute	PATHS Programme  Consultation/discussions with children  Time for staff to revisit PATHS resources

#### Evidence of Impact

- Paths Programme
- Minutes of Professional Dialogue
- Records of Children’s views
- Observations
- Monitoring and self-evaluation

**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)

<p><b>NIF Driver</b>          School Improvement          Assessment of children's progress  <i>Choose an item.</i></p>	<p><b>HGIOELC?</b>          1.2 Leadership of learning          1.5 Management of resources to promote equity          2.2 Curriculum          3.3 Developing creativity and skills for life</p>	<p><b>RRS</b>          Article 28: (Right to education):          Article 31 (Leisure, play and culture):</p>
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<p align="center"><b>Expected outcomes for learners which are measurable or observable</b></p>
<ul style="list-style-type: none"> <li>• Children understand and use technology to develop their learning and skills for life</li> </ul>

<p align="center"><b>Tasks to achieve priority</b></p>	<p align="center"><b>Timescale and checkpoints</b></p>	<p align="center"><b>Those involved – including partners</b></p>	<p align="center"><b>Resources and staff development</b></p>
<p>1.1 Staff will audit technology resources</p>	<p>July 2018</p>	<p>Staff</p>	<p>Time Inventory</p>
<p>1.2 Staff will consult with children and purchase technology resources accordingly</p>	<p>September– October 2018</p>	<p>Staff Children</p>	<p>Budget Time Catalogues</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.3 Children will explore and use a variety of technologies to enhance their learning during play	August 2018 – June 2019  Monitored termly	All staff in playrooms Children  SMT	Technology Resources  Observations  Profiles

#### Evidence of Impact

- Children confidently use a variety of everyday technologies
- Observations of children will show children using technology
- Tracking will show progression
- Monitoring and self-evaluation