

Education – Improvement Planning Document 2022-23

Establishment Name:

LARKFIELD EARLY LEARNING
CENTRE

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Signatures:

Head of Establishment	DOROTHY MCCORMICK	Date	26.8.22
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Quality Improvement Officer	YVONNE GALLACHER	Date	26.8.22
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Our Vision, Values and Aims

- **Our Vision at Larkfield Early Learning Centre:**
- At Larkfield Early Learning Centre we foster a fun, happy and safe environment for all our children and staff. We prioritise positive relationships through a nurturing pedagogy, ensuring that children are respected and feel loved. We embrace outdoor play, where every child is included and encouraged to lead their own learning.
- We aim to carry out our vision by:
- Providing a safe, caring and motivating learning environment.
- Providing fun and relevant learning experiences that allow children to engage in their learning.
- Promoting positive nurturing relationships creating attachments with children, families and other agencies.
- Communicate effectively working in partnership with parents and families during their journey at nursery, ensuring they are active participants in their child's learning.
- Working effectively as a team to ensure high quality care and learning is delivered whilst being committed knowledgeable and enthusiastic.
- Provide free flow access to high quality outdoor play experiences where children are encouraged to risk assess and make their own judgments through their play.
- Providing the best possible support and outcomes for all our families within our service and in the community.
- Create a motivating environment where our children can flourish and grow, reaching their unique potential.
- Ensuring parents are involved and engaged in all aspects of their child's learning.

3 Year Overview of Establishment 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 2022-2023

Session 2023-2024

Session 2024-2025

Overview of rolling three year plan

National Priorities	Session 2022-2023	Session 2023-2024	Session 2024-2025
Improvements in attainment, particularly in literacy and numeracy	Improved attainment through the introduction of new programmes and increased opportunities for learners in the learning environment with a focus on literacy	Improved attainment through the introduction of new programmes and increased opportunities for learners in the learning environment with a focus on literacy	Assess and implement new strategies to develop numeracy within the learning environment
Closing the attainment gap between the most and least disadvantaged children	Improve practitioner skills across the delivery of all curricular learning with a focus on the learning environment and high quality interactions	Promote home learning and increase parental understanding of the importance of the home learning environment and its impact on the attainment gap.	Parental programmes which encourage confidence and close the gap between the least and most disadvantaged.
Improvement in children and young people's health and wellbeing	Establish a rights respecting learning environment which promotes dignity, nurture and positive relationships	Embed the rights ethos throughout the whole building to enhance our wellbeing practices	Improve practitioner capacity and learners experiences with a focus on outdoor learning
Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to Q1 3.3 Creativity, skills for life and learning and digital skills)	Digital Literacy Assess resources, capacity and understanding of digital learning to enhance the quality of learning experiences (authority)	Digital Learning Increase digital opportunities for learning in 3-5 playroom (authority)	Digital Literacy Increase digital opportunities for learning in under 3's provision
Placing the human rights and needs of every child and young person at the centre of education	Establish a rights respecting learning environment which promotes dignity, nurture and positive relationships	Embed the rights ethos throughout the whole building	Apply for Rights Respecting School Award

Stakeholder's views

- Staff took part in professional dialogue collegiately around the vision, values, and the direction of the service.
- Family support was evaluated through parental feedback during one-to-one visits and holiday play sessions.
- Parental views were gathered during nursery events e.g., progress meeting, stay and play days, daily conversations. This information showed that parents were satisfied and some highly satisfied with the service overall.
- Parents have been engaging well with our re-introduced stay and play events both during term time and holiday periods and commentating on how pleased that these sessions have returned.
- Overall, most of our parents are happy with more access to the building since Covid restrictions have reduced however, we still have some parents who do not wish to come into to the building and engage with our service.

Plan –Session 2022-2023

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress School Improvement	HIGOELC 2.2 Curriculum 3.2 Securing children's progress -	UNCRC Article 28: (Right to education):
Rationale for change based self- evaluation including data and stakeholder views		
<ul style="list-style-type: none"> • Our tracking data shows that literacy attainment could improve across all age groups • Our staff team are relatively newly qualified, and observations of practice show that development work could be undertaken to improve practitioner confidence with literacy learning. 		
Expected outcomes for learners - Who? By how much? By when? What?		
By June 23 all children will access the word aware programme and there will be an improvement in literacy attainment from baseline data		
By May 2023 almost all parents will have accessed workshop opportunities to develop their confidence in literacy learning at home		
By May 2023 the number of staff confidently supporting literacy learning will have improved from baseline questionnaire		

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Create Literacy information leaflet and videos for parents to develop understanding of literacy learning	DEC 22		Family Support Worker Senior EYECO	Time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Hold workshop or stay and play style events themed around literacy to increase parental confidence in supporting learning at home	ONGOING		Family Support Worker Playroom Staff	Time Space
Training will be provided on Word Aware & PALS	FEB 23		ICOS SALT All Staff	Time Space
Implement Word Aware Programme	June 23		Senior EYECO All Playroom Staff	Visuals Time

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Attainment data will indicate **progress for almost all learners in literacy**
- Staff questionnaires will show **increased confidence in teaching of literacy**
- Parental feedback will indicate an **increased confidence in supporting literacy learning at home**

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

<p>NIF Driver</p> <p>Teacher professionalism Assessment of children's progress</p>	<p>HIGOELC</p> <p>2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change</p>	<p>UNCRC</p> <p>Article 31 (Leisure, play and culture):</p>
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Rationale for change based self- evaluation including data and stakeholder views

- Observations of the learning environment show that practitioner understanding needs to improve with a focus on creating a high quality learning environment both indoors and out.
- Feedback from staff indicates that's staff lack confidence and understanding regarding how best to deliver a high quality curriculum

Expected outcomes for learners - Who? By how much? By when? What?

- By **Febraury 2023** all children will access a cohesive daily routine which promotes an improved level of wellbeing & engagement
- Staff confidence in creating a high quality learning environment will increase overall by **June 2023**
- By **June 2023** staff will engage almost all children in high quality learning interactions which support children to reach their full potential

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Implement new daily routine and monitor it's effective and impact on children's experience	FEB 23		ALL PLAYROOM STAFF	Time Training
Senior leadership team to role model good practice and encourage	ONGOING		SENIOR LEADERSHIP TEAM	Time Training

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
professional dialogue around high quality environments			(DHOC to lead) ALL PLAYROOM STAFF	
All staff to take part in professional dialogue around developing our practice and develop a shared understanding of play, pedagogy and expectations	JUNE 23		EEL & EY Teacher	Time Training

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Observations of practice by the senior leadership team will show an improved level of engagement through the implementation of a daily routine. These observations will be recorded in the self-evaluation folder.
- Staff feedback from questionnaires will show staff understanding and confidence has increased and that all staff have a shared expectation of high quality practice.

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School leadership School Improvement	HIGOELC 3.2 Securing children's progress <i>Choose an item.</i> 3.1 Ensuring wellbeing, equality and inclusion	UNCRC Article 4 (Protection of rights):
Rationale for change based self- evaluation including data and stakeholder views		
<ul style="list-style-type: none"> It was identified through practitioner discussion and feedback that rights and ensuring wellbeing for all was a priority Parents lack an understanding of rights and their importance as well as the importance of wellbeing. 		
Expected outcomes for learners - <i>Who? By how much? By when? What?</i>		
Staff will have a shared understanding of children's rights and the importance of embedding these in practice, this will ensure all children have access to a learning environment which promotes an improvement in wellbeing and Children's rights by June 2023		

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Baseline assess staffs understanding of rights and how to promote these	Oct 22		DHOC, Nursery Teacher All Staff	Time Training
Create a leaflet for parents outlining the importance of Children's Rights	Dec 22		SEYECO DHOC (Angela/Chris)	Time Resources.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Staff to role model and promote nurture and positive relationships with all learners	June 23		All Staff	Training - Education Psychology
Staff will receive training on PATHS programme	FEB 23		All Staff	Training – Barnardo's
Staff to implement PATHS programme (TRIAL)	JUNE 23		All Staff Led by Chris	Time Staff /Chris professional dialogue Evaluation of training

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Observations of practice will show an increased level of involvement and wellbeing throughout the playroom
- Staff feedback from training shows increased capacity and confidence to create and promote a nurturing right respecting learning environment

Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people

<p>NIF Driver School Improvement</p>	<p>HIGOELC 3.3 Developing creativity and skills for life and learning 1.5 Management of resources to promote equity <i>Choose an item.</i></p>	<p>UNCRC Article 28: (Right to education):</p>
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Rationale for change based self- evaluation including data and stakeholder views

- This is the Authority priority
- Observations of practice show a lack of digital experiences on offer
- Staff feedback displayed a lack of knowledge and confidence when teaching using digital learning

Expected outcomes for learners - Who? By how much? By when? What?

Almost all children will have an improved digital offer within the learning environment with the resources available by June 23 which will ensure they make progress in their digital learning

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Baseline assess staffs capacity and understanding of digital learning	Dec 22		Angela DHOC	Time Training

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				Staff Audit
Provide training on Digital experiences for the early learners	JUNE 23		HOC/HOC from Wellpark	Time Space Training Materials
Evaluate the learning environment and opportunities for digital learning and make plan for year 23-24 to implement and purchase resources	JUNE 23		All Staff	Time Staff Audit

Measure of Impact: What we will see and where?

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Staff returns and questionnaires will indicate an increased confidence in digital teaching and learning
- Improved digital offer to the learner within the learning environment through profiling and observations