

# Early Years – Improvement Planning Document

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Establishment Name:

Newark Nursery School

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Signatures:

Head of Establishment	Hazel Mitchell	Date	23.6.21
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Quality Improvement Officer	Linda Wilkie	Date	
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# Our Vision, Values and Aims

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**“To encourage the development of the personality, talents and mental and physical abilities of the young person to their fullest potential”**  
(Standards in Scotland’s School etc Act 2000)

**“All children and young people should become successful learners, confident individuals, responsible citizens and effective contributors.”**  
(A Curriculum For Excellence)

**“All children and young people have the right to be safe, healthy, achieving, nurtured, active, respected, responsible and included”**  
(Getting It Right For Every Child – Well Being Indicators)

**“Research has shown that children’s life chances, particularly those from disadvantaged backgrounds, can benefit socially, emotionally cognitively by accessing world class early years education. The golden thread that links provision, opportunity and potential is quality.”**

**(Realising the Ambition: Being Me)**

In delivering the above throughout all the experiences children will have in Newark Nursery School, it is our values that underpin who we are and how we are with each other in our everyday lives – they are so essential. Following consultation with staff, children and parents, here is a common list of values that we will endeavour to adhere to.

**We are going to endeavour to .....**

- make sure the children have fun when they are learning and be enthusiastic
  - always be understanding
  - respect everyone we deal with
- create a safe and happy environment
  - be professional at all times
  - be a supportive team member
  - respect confidentiality at all times.

## 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 2021-2022

Session 2022-2023

Session 2023-2024

# Overview of rolling three year plan

	Session 2021-2022	Session 2022-2023	Session 2023-2024
Improvements in attainment, particularly in literacy and numeracy	Recording achievements using E Journals and tracking progress. Reflecting on our pedagogy and children's engagement during play.	Recording achievements using E Journals and tracking progress. Reflecting on our pedagogy and children's engagement during play.	Recording achievements using E Journals and tracking progress. Reflecting on our pedagogy and children's engagement during play.
Closing the attainment gap between the most and least disadvantaged children	Tracking attendance of SIMD 1 & 2 chn and planning intervention. Targeting support or literacy and numeracy.  Working with parents.	Tracking attendance of SIMD 1 & 2 chn and planning interventions. Targeting support for literacy and numeracy. Working with parents.	Tracking attendance of SIMD 1 & 2 chn and planning intervention. Working with parents
Improvement in children and young people's health and wellbeing	Embedding LA's HWB strategy.  Children know their body belongs to them.  Providing a safe environment.	Embedding LA's HWB strategy.  Children know their bodies belong to them.  Providing a safe environment.	Developing cultural experiences for our children and experiences within our local community.  Providing a safe environment.
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)	Embedding Digital Strategy and going for Digital Schools Award Scotland (DSAS)	.Embedding Digital Strategy.	Developing Inverclyde's Young Workforce and encouraging the children to be enterprising and have a responsibility for money they make.

## Action Plan –Session 2021-2022

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b>	<b>HGIOELC?</b>	<b>RRS</b>
<p>Assessment of children's progress</p> <p>Recording children's using E journals and tracking progress.</p> <p>Reflecting on our pedagogy and children's engagement during play.</p>	<p>2.3 Learning, teaching and assessment</p> <p>1.2 Leadership of learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>Article 28: (Right to education):</p> <p>Article 31 (Leisure, play and culture):</p>

### Expected outcomes for learners which are measurable or observable

- Improvement in attainment in the areas of literacy and numeracy through effective learning and teaching and recording in E Journals and tracking progress. We will continue to embed SEAL strategies and phonics through play.
- Reflecting on our pedagogy and children's engagement during their play experiences.
- Close look at % increase of children on track re progression pathways.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1.1 For all staff to record children's progress using E Journals and track progress.</p>	<p>All staff presentation in June 2021 re E Journals. Recording using Journals from September 2021. October 2021</p>	<p>Staff working in 'bubble' groups as a support to further develop their skills using E Journals and share their learning. Staff to have their own device to record on children's E Journals.</p>	<p>High level of input initially from HT and Snr and staff supporting each other. Support from AnneMarie at Well Park Nursery.  Support from LA to help finance purchase of devices for each member of staff. Request sent in June 2021.  Permission from Parents for E Journals</p>
<p>1.2 To further develop children's numeracy skills by embedding strategies from the Stages of Early Arithmetical Learning (SEAL) programme which most staff have received training on. To continue to promote experiences of phonics.</p>	<p>From August 2021</p>	<p>All Nursery staff.</p>	<p>All staff to use SEAL strategies and visuals.  Friday Rhyme Time, Daily Stories, Phonics Group Box.</p>
<p>1.3 To reflect on pedagogy and how we move children's learning on from where they are at – taking in to account National and Local literature and Realising the Ambition: Being Me. Thinking about provocations, ourselves and our space.</p> <p>1.4 Visit our feeder primary 1 classrooms to share good practice and see what comes next for our children.</p> <p>1.5 Share experiences and practice with our colleagues.</p> <p>1.6 Have a close look at children's engagement during their play experiences.</p>	<p>From August 2021</p> <p>September / October 2021</p> <p>October 2021</p> <p>August 2021</p> <p>October 2021</p>	<p>All Nursery Staff.</p> <p>All Nursery Staff.</p> <p>All Nursery Staff, Cluster Colleagues, Colleagues in feeder schools.</p> <p>All Nursery staff</p> <p>HT / Snr EYECO</p>	<p>.Input on Inservice Days involving all staff.</p> <p>HT and Snr to cover staff when going to spend a day in P1.</p> <p>Twilight sessions together to discuss pedagogy and experiences for our children – reflecting on Theory and Practice. Led by SMT in Cluster Schools.</p> <p>Everyone having a close look at the Leuven's scale and initially using photos to consider children's engagement. 2 key qns: What is children's engagement? Why? Taking a close look at every child's engagement, reflecting on it and if scored less than 3 a plan is put in place.</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development

Evidence of Impact
<ul style="list-style-type: none"> <li>Data from E Journals, staff training and devices to support E Journals, group box programme records, children's responses, learning stories, folders of children's work, HWB assessments, IEPs, transfer of information reports to schools, playroom observations, monthly evaluation meetings with staff to discuss children's learning and support needed, dates in diary for moderation meetings, PGHS Cluster Improvement Plan, targeted support for children re number, Language and listening group, children's floor books, PLPs, use of Leuven's scales.</li> </ul>

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

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b>	<b>HGIOELC?</b>	<b>RRS</b>
<p>Assessment of children's progress Parental engagement Performance information</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 2.5 Family learning 2.4 Personalised support 1.2 Leadership of learning</p>	<p>Article 28: (Right to education):  Article 3 (Best interests of the child):</p>

**Expected outcomes for learners which are measurable or observable**

- Children in SIMD area 1 & 2 will be tracked and attendance monitored more regularly and will close the gap in attendance between children in SIMD 1 & 2 and SIMD 3 / 10. We will comply with the LA Policy on Attendance. Monitor % increase number of children with attendance above 95%.
- Families will be supported to have a better attendance for their child and thus improve their attainment.
- Targeted support for children to develop their literacy and numeracy skills.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 To continue to have a rigorous systematic process in place to review children in SIMD 1 & 2 attendance and engage / intervene appropriately and proportionately.	August 2021 once our first cohort of children are all enrolled.	Secretary HT / Snr / All staff / Parents & Carers / Health Visitors	Process in place to identify children's attendance which could be improved and action points identified for individuals. Record on Pastoral Notes Seemis or possibly convene a Team Around the Child (TAC) meeting. Follow LA Policy on Attendance. 'Decision Tree' is on the wall in the main office.
1.2 To support children's literacy and numeracy skills	September 2021 onwards when our children are in and settled.	Each member of staff within each bubble will deliver experiences to develop identified skills with small numbers of children.	Each member of staff will take on a leadership role in delivering their planned intervention. Staff will collaborate to identify children to support either within the playroom or a quieter space.
1.3 To encourage parents to come to sessions which explore aspects of learning in primary 1 – behaviour, literacy and numeracy skills – to allow them to be confident and not have any worries or fears.	March 2022	Delivered by James from CLD	Input to sessions from HT at Nursery and DHT at Newark Primary School.

### Evidence of Impact

- By tracking attendance daily we will be auditing attendance.
- Interventions can be recorded on Seemis or may well have a TAC meeting (minutes).
- Engagement / Involvement of parents and record their feedback.
- Feedback from staff about success with planned interventions and progress of children's learning and development. Produce Tests for Change using PDSA model to measure impact.
- Evaluation comments / report from CLD on completion of the sessions in March 2022.

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b>  Teacher professionalism Assessment of children's progress	<b>HGIOELC?</b>  2.3 Learning, teaching and assessment 2.2 Curriculum 1.2 Leadership of learning 1.1 Self-evaluation for self-improvement	<b>RRS</b>  Article 28: (Right to education):  Article 31 (Leisure, play and culture):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• For staff's health and wellbeing to be the best it can be coming out of lockdown.</li> <li>• For the children's health and wellbeing to be the best it can be and providing a safe environment for them to play and learn – continuing to implement all RAs to keep us safe and healthy.</li> <li>• For the children to become aware that their bodies belong to them</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 To be aware of the LA's HWB Strategy to support our children, young people, staff and wider school community.	From August 2021 onwards  Keeping abreast and on top of all H&S guidance re Covid 19 and updating RAs.	HT / Snr /All staff/ Chn/ Families	HT to raise awareness of strategy with a close look at meeting the needs of all learners, child protection and 5 Steps to Mental Wellbeing.
1.2 For children to learn about what they can do to look after their bodies and have respect for their body and what behaviour is right and wrong and know who to talk to if they are worried.	Term 1	All staff, parents, colleagues in health.	All staff responsible for planning learning around my body belongs to me (relationships, sexual health and parenting, RSHP) using early level curricular guidance.  Share learning and messages with parents

### Evidence of Impact

- Planned learning experiences for children and observations / comments from them.
- Children's voice captured in their PLPs, learning stories, Nurture Me Toolkit, HWB : Being Me Booklet.
- Children will be confident talking about their bodies and demonstrate an understanding of 'my body belongs to me'. They will know how to keep themselves safe from harm.
- Leaflet produced for parents.
- Floor books where children can talk about and record their experiences about their body belonging to them.

**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)

NIF Driver	HGIOELC?	RRS
Teacher professionalism Parental engagement Assessment of children's progress	2.2 Curriculum 2.7 Partnerships 3.3 Developing creativity and skills for life 1.2 Leadership of learning	Article 28: (Right to education):  Article 12 (Respect for the views of the child):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> <li>• Our children will be encouraged to participate in learning where they are using their digital skills.</li> <li>• Our children will become aware of the world around them and use of digital technology thus allowing them to become the workforce of the future and improving their employability skills.</li> <li>• As a Nursery, we will take part in the Digital Schools Award Scotland (DSAS) and we have identified digital champions for our Nursery.</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Children will have a wide range of digital resources to engage with and further develop their curiosity, interest and skills.	Term 1	Staff have had a presentation from Education Scotland on Digital Learning May 2021 and are aware of the National and Local Agenda. We have identified 2 digital champions in our Nursery.	We will review our resources and purchase new ones using our requisition money.  We will be mindful of the 3 C's – consumer, creator, communication.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 We will produce a 'Digital Policy' which ensures that our children, families and staff are safe using digital resources.	Term 2	Digital Champions, All staff and Parents.	Opportunity to share information about digital learning and keeping ourselves safe and produce a policy that reflects this. Have links in literature to CEOPs – a national organisation with remit for online safety. Our policy will also reflect our rationale for exploring digital learning.
1.3 Receive our DSAS award	Term 3	Digital Champions and All Staff, link with Newark Primary School.	Information from Education Scotland and links are available on their website we can access via glow.

### Evidence of Impact

- Planning for children's learning and evaluating progress on their skills, PLPs, Learning Stories, Evidence of learning on E Journals, photos, use of twitter.
- Use of Fourways Farm to develop our Science programme.
- Resources available to further develop our children's digital skills will evident in the playroom.
- DSAS Award
- Children know how to keep themselves digitally safe and will be asked if adults can take their photo to put on social media.
- Digital Learning Policy
- Staff will be more confident in having digital skills.