

Early Years – Improvement Planning Document

Establishment Name:

Rainbow Family Centre

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Signatures:

Acting Head of Establishment	Sonia McKay	Date	June 2021
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Rainbow Family Centre's vision

At Rainbow Family Centre, we strive to work continually in partnership with our local community, using a multi-agency approach to ensure our aims, visions and values are clear and that we are Getting it Right for Every Child.

Our Values and Aims

In Rainbow Family Centre our values and aims are underpinned by current legislation such as The United Nations Convention on The Rights of The Child as well as The Children and young people (Scotland) Act 2014 and the principles of GIRFEC are embedded in our daily practice.

- ✚ We aim to provide an inclusive environment for all children, families and the wider community without discrimination or prejudice.*
- ✚ We aim to provide a safe, friendly and caring environment, which is well maintained and resourced, where children and families can feel protected and supported.*
- ✚ We aim to offer activities and programmes within the Centre and in the Wider Community which are suitable for all, and ensure opportunities for children to take part in leisure activities and pursue their individual interests and skills.*
- ✚ We aim to access an environment suitable to support physical, communication and mental health for children and families allowing them to make safe and healthy choices and to offer the opportunity for individuals to reach their full potential.*
- ✚ We aim to ensure children and families are receiving the guidance and support required to enhance confidence and self-esteem within the Centre, at home and in the wider community.*
- ✚ We aim to provide a nurturing environment for children and families, where they can form, trust, emotional security and develop quality stable relationships.*

-  *In an environment which is supportive and consistent, encouraging a strong sense of self-esteem, we aim to actively listen to all children, parents and carers views taking them into account when making decisions.*
 -  *We aim to provide an environment where children and families feel they can be responsible for their own learning with appropriate support from all staff.*
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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	Session 2021/22
Improvements in attainment, particularly in literacy and numeracy	Continue to use data to inform progression of all learning experiences especially in literacy and numeracy. Ensuring progress is measurable and celebrated through using the literacy and numeracy progression pathways. This will be underpinned by the moderation process within locality and cluster.	Recovery improvement plan was developed for this year due to a national pandemic.	<p>We will further embed literacy, numeracy and health and wellbeing programmes across all areas of our curriculum delivery, ensuring staff are confident and supported in using the progression pathways to inform data collection that will support challenge and interventions.</p> <p>We will fully engage in a variety of moderation events within the establishment, cluster level and authority, to ensure a consistent approach high quality learning experiences.</p>
Closing the attainment gap between the most and least disadvantaged children	Continue to promote an ethos of diversity and inclusion, encouraging parents to become empowered and actively involved in their children's learning and in the life of the centre. Continue to embed strategies and learning experiences for all children and families within the centre and at home using the PATHS programme to further develop children's health and wellbeing across the curriculum.		<p>We will re-establish family learning and community activities in line with national and local guidance, ensuring we fully adhere to risk assessments and further mitigations.</p> <p>Continue to develop robust and comprehensive procedures which will enable us to follow and identify appropriate GIRFEC pathways, making effective use of wellbeing assessments and solution focused meetings</p>

Improvement in children and young people's health and wellbeing	<p>Further develop our reflective practice regarding a more child-centred approach to learning and teaching both indoors and outdoors. Continue to manage change effectively, and embrace the evolving rational and design of our curriculum.</p> <p>Almost all children will persevere in their learning with personalisation and choice developing a can do attitude.</p>		<p>We will continue to develop Froebelian approaches, utilising new, and existing, learning environments to embed high quality learning experiences, which promote a free flow and child-led approach. We will continue to promote PATHS and the Nurture Principals whilst ensuring that Realising the Ambition- Being Me influences our everyday pedagogy.</p> <p>Introduce UN Convention on the Rights of the Child (UNCRC) in line with national and local priorities.</p>
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)	<p>Various action plans will be developed and implemented in regards to eco-schools and intergenerational work, to build on the successful relationships within the community. A culture of sustainability will be embedded with all stakeholders.</p>		<p>We will begin to develop our own digital strategy ensuring that staff, children and families experience equity. We will adopt STEM approaches across the cluster ensuring all children have opportunities to develop life-long skills.</p> <p>A new eco-committee will be established and actively involved in creating an ethos of sustainability.</p>

Action Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Teacher professionalism School Improvement	HGIOELC? 2.3 Learning, teaching and assessment 1.2 Leadership of learning 3.2 Securing Children's progress 3.3 Developing creativity and skills for life	RRS Article 28: (Right to education): Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children will be identified and a starting point in learning measured. • All children will participate in high quality learning experiences promoting literacy and numeracy within their play. • Regular checkpoints and time scales identified to measure progress and achievement, interventions implemented were appropriate. • Effective implementation of the moderation cycle and moderation plan, in order to develop a shared understanding of expectations of learning. • Systems in place to share information collaboratively with all stakeholders and colleagues.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Further, develop our current starting point in learning we developed using the SEAL and maths pyramid, creative thinking programme, and phonological awareness.  Use enrolment procedure and care and learning plans to begin gathering information.	August 2021 - October 2021	Management team Early years teacher Early years graduate (SEAL and maths pyramid) Senior EYECO's All staff	Seal Pack Maths pyramid Creative thinking resources and relevant books.



Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ✚ Discussion with parent’s expectations of their child’s learning journey through effective communication and settling in assessments. ✚ Observe children’s play and development, within all rooms, using the nurture principles and Realising the Ambition ✚ Identify appropriate curriculum pathways for individual children. 		<p>Coaching and modelling officer.</p> <p>Inverclyde Educational Psychology.</p>	<p>Phonological awareness pack.</p> <p>Children’s care and learning plans and enrolment procedures.</p> <p>Develop a robust observation procedure (Leuven’s scale of involvement).</p> <p>Wellbeing assessments.</p> <p>28 day settling in assessment.</p> <p>Nurture Principles</p> <p>Realising the Ambition – Being Me</p>
<p>1.2 Progression pathways in numeracy and literacy will be used to monitor and track children’s attainment and achievement.</p> <ul style="list-style-type: none"> ✚ All staff will be confident in using the progression pathways to measure progression and challenge. ✚ Match existing expectations in learning to the progression pathways. 	<p>October 2021 – May 2022</p> <p>6 weekly checkpoints.</p> <p>Ongoing</p> <p>August 2021</p>	<p>Management team</p> <p>Senior EYECO’s</p> <p>Early years teacher</p> <p>All staff</p> <p>Early years graduate.</p>	<p>In-service day to discuss and re-fresh expectations for the year ahead.</p> <p>Awareness session on progression pathways.</p> <p>Pie Corbett resources and experiences for creative thinking.</p> <p>SEAL planner.</p>
<p>1.3 Engage in regular moderation processes.</p>	<p>August 2021 – June 2022</p>	<p>Management team</p>	<p>Professional dialogue</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> ✚ Continue to develop staff awareness of the moderation cycle and process. ✚ Involvement of staff with in-house, cluster and authority moderation events ensuring the same piece of work is used throughout to ensure a consistent approach to feedback. ✚ Moderation events and activities will inform attainment and achievement. 	<p>August 2021 – June 2022</p> <p>September 2021 (in house)</p> <p>August 2021 – June 22</p>	<p>All staff</p> <p>Early year teacher</p> <p>Early years graduate</p> <p>Senior EYECO's</p> <p>QUAMSO</p> <p>Cluster Colleagues</p> <p>Primary 1 Colleagues</p>	<p>Presentation on moderation process and procedure.</p> <p>Authority moderation paperwork.</p> <p>Individual children's care and learning, settling in assessment, observation of learning sheets and online journals.</p>

Evidence of Impact
<ul style="list-style-type: none"> • Starting points will reflect on the appropriate curriculum pathways for individual children. • All children will have made very good progress within their attainment of literacy and numeracy. • Observing, tracking and monitoring information through the planning process will be consistent • Quality moderation between nursery staff and school staff ensuring clear progression in learning for children • The analysis of the data will show very good practice and areas for development and challenge

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Parental engagement Assessment of children's progress School leadership	HGIOELC? 2.7 Partnerships 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion 1.1 Self-evaluation for self-improvement	RRS Article 5 (Parental guidance): Article 2 (Non-discrimination):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Parents will have a shared understanding of literacy, numeracy and health and wellbeing programmes. • Family learning will be promoted. • All children will be on appropriate GIRFEC pathways. • Majority of children will be making very good progress. • Staff will be skilled in identifying and supporting children’s additional support needs.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Parents will be effectively involved in their child’s learning and the wider achievements of the nursery.  Enrolment and induction information sessions.  Parent’s workshops will be developed.	July 2021 Aug 2021- May 2022 September 2021	Management team All staff Majority of parents	Children’s individual enrolment packs. EY Graduate and Senior EYECOS develop presentations on SEAL, Creative Thinking and Phonological Awareness to be shared with parents either virtually or face-to-face.



Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> PEEP Family learning together programme will be implemented. 		Early Years Graduate/Early Years teacher Family support worker	PEEP Training Manual – Family Support Worker to share with staff and then aspects of the programme implemented to families regulations permitting. Cath Tierney
1.2 Ensure all our children and families are on the appropriate GIRFEC pathways and receive timely support and interventions. <ul style="list-style-type: none"> Develop an ASN Calendar to identify, ASN Monitoring Forum Dates, paperwork submission dates and Team around the Child meetings. Develop robust and effective chronologies for individual children. Continually assess our wellbeing assessments and ensuring the outcomes are measurable. 	August 2021 August – December 2021 August 2021 September 21- June 22 (ongoing reflection)	Management team SMT SMT All staff	Education HQ Information ASN leader’s information to be shared with all members of the SMT, appropriate paperwork used to record. Training Re-Fresh for staff (Wellbeing training manual) Wellbeing assessment paperwork.

Evidence of Impact

- **Observation and picture evidence of the family learning sessions, participant and impact recorded.**
- **Parent’s workshops well attended.**
- **Self-evaluation.**
- **Minutes of collaborative meetings, solution focused improved outcomes for families.**
- **Clear and concise Chronologies.**
- **Well-developed wellbeing assessments with clearly defined actions, evident within the child’s care and learning plans.**

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver School leadership Assessment of children's progress School Improvement	HGIOELC? 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.3 Developing creativity and skills for life 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 3 (Best interests of the child): Article 12 (Respect for the views of the child):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Almost all children will have the opportunity to engage in high quality outdoor learning. • Staff will feel confident and consistently allow a more child led approach to outdoor learning. • Children will demonstrate higher levels of involvement, perseverance and interests when engaging in play. • Our curriculum design and rational will have evolved as a result of observations and engagement with children and families, taking into consideration the successful implementation of the 1140 hours. • All children will be confident and responsive in using the PATHS programme.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Most staff will engage in leadership roles.  Continue to upskill all staff to become leaders within the nature nurture programme, Froebelian approaches.  Staff to implement virtual nature school approaches.	August 2021 September 2021 October 2021	Management team Significant staff Chloe, Alex, Ursula, Lyndsay	Nature nurture resources. Disseminate the training amongst staff. Grounds for learning. Staff to disseminate information.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			Froebel in childhood practice course
<p>1.2 Establish a rational for a daily routine ensuring a more child led approach is adopted for outdoor learning.</p> <ul style="list-style-type: none"> ✚ Complete a 360 degree environmental audit both indoors and outdoors, utilising this to create a rich and stimulating learning environment, especially with the new extension. ✚ Establish a free flow routine. ✚ Develop our curriculum rational in line with current changes. <p>1.3 Continue to fully embed the PATHS programme throughout all rooms within the centre.</p> <p>1.4 Begin to implement aspects of UNCRC within the Centre.</p> <ul style="list-style-type: none"> ✚ Adapt and refresh Centre’s Vision’s, Values and Aims. 	<p>August 2021 –May 2022</p> <p>August 2021/Monthly checkpoints</p> <p>August 2021 – June 2022.</p> <p>August 2021 – June 2022</p> <p>September 2021</p>	<p>SMT</p> <p>All staff</p> <p>All staff</p> <p>Early years graduate to lead all staff will participate. (Support from Barnardos)</p> <p>Gillian Hart to take lead</p> <p>All staff, parents & children</p>	<p>New furniture and resources to be set up within existing and new building on in service day in preparation for all children returning.</p> <p>My World outdoors, Loose parts tool kit, Play strategy for Scotland. Source experimental outdoor resources to encourage risky play.</p> <p>PATHS resources, Barnardos</p> <p>Training for all staff: UNCRC PowerPoint</p>

Evidence of Impact

- **A robust rational will be in place and almost all children will be accessing free flow learning.**
- **Almost all staff will be taking a lead role in outdoor learning/nurturing nature/UNCRC/PATHS**
- **Practitioners will be answering children’s questions, rather than asking them in order to identify teachable moments, which will enhance staff and child interactions.**

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 Parental engagement School Improvement School leadership	HGIOELC? 2.7 Partnerships 1.3 Leadership of change 3.3 Developing creativity and skills for life 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 31 (Leisure, play and culture): Article 42 (Knowledge of rights):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Collaborative working across the cluster to develop shared learning experiences and begin to embed STEM within the Centre. • A clear and consistent rationale will be developed for our digital strategy. • Almost all parents will be engaging with Online Learning Journals. • A new eco-committee will be established.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Staff will participate in STEM training opportunities.	August 2021	STEM Mentor – Sonia All Staff	Mentor to attend training sessions
1.2 Source a range of appropriate resources to promote STEM activities.	September 2021 – January 2022	Cluster partners All Staff	Put together training pack for all staff to raise awareness of STEM.
<ul style="list-style-type: none"> • High quality learning experiences promoting STEM are embedded throughout the centre 	October 2021		STEM Grant

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1.3 Develop a whole establishment digital strategy</p> <ul style="list-style-type: none"> ✚ Staff to develop their own confidence in facilitating digital learning opportunities. ✚ High quality learning experiences promoting digital skills are embedded throughout the centre. ✚ Inform parents of children’s learning through digital platforms and workshops. <p>1.4 A new eco-committee will be established with new priorities.</p>	<p>August 2021-June 2022</p> <p>September 2021</p> <p>August 2021</p> <p>September 2021</p>	<p>SMT Parents Digital Champions – Jenna & Alex All Staff</p> <p>Identified staff, parents & children Luci Ransome (Planet Friendly Living Coach & Guide)</p>	<p>Environmental Audit of Digital Learning</p> <p>Local & National Digital Strategy Framework</p> <p>Online Learning Journals</p> <p>Thing link/Sway/Kanva</p> <p>Staff and parent consultations</p>

Evidence of Impact
<ul style="list-style-type: none"> • Active and engaged eco committee with priorities and targets being achieved and celebrated. • Children will become confident in developing skills for life • Staff will develop confidence and skills in digital learning and STEM approaches. • Parents will have a very good understanding of the impact these approaches will have on their child’s learning.