

# Early Years – Improvement Planning Document

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Establishment Name:

Wellpark Children's Centre

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Signatures:

Head of Establishment	AnnMarie Cunningham	Date	
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Quality Improvement Officer	Linda Wilkie	Date	
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The vision for our Wellpark community is

To provide and deliver an inclusive and inviting  
High quality service, which supports children and families in the community.

We aim to do this by:

Supporting all children to build respectful relationships and to reach their full potential by providing a nurturing, stimulating environment that encourages children to be curious and have fun with their friends.

By ensuring our staff team are highly motivated, knowledgeable and enthusiastic. A team who work well together to deliver high quality care and learning indoors and outdoors in innovative ways.

Ensuring that all parents feel listened to, valued and supported to be part of their child's learning journey by friendly welcoming staff.

### 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 2020-2021

Session 2021-2022

Session 2022-2023

Overview of rolling three year plan

	Session 2020/2021	Session 2021/22	Session 2022/23
Improvements in attainment, particularly in literacy and numeracy	COVID RECOVERY- Analyse data to ensure children are targeted for support/challenge	Improve consistency of professional judgements to ensure positive outcomes for all learners	
Closing the attainment gap between the most and least disadvantaged children	COVID RECOVERY – Promote recovery through nurture and emotional support with a focus on home learning	Develop a very good understanding of observation/interaction and improve the consistency of observations through the use of play approaches  (authority)	
Improvement in children and young people's health and wellbeing	COVID RECOVERY – Family & Practitioner pastoral support	Enhance the learning environment in line with responsive/intentional planning model post covid recovery.	
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)	COVID RECOVERY – Implement home learning offer for all children	Digital Strategy  Increase practitioner capacity to engage learners in high quality digital experiences (authority)	Digital Strategy  Improve the outcomes for learners through digital resourcing.

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

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>All staff will gain confidence in independently making professional judgements when tracking &amp; monitoring learning across the curriculum. This will affect learners directly as they will have a more consistent learning experience.</li> <li>Tracking information is utilised to ensure that all children are supported/challenged to make progress in literacy/numeracy learning</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>
Training provided for practitioners on tracking and monitoring and its purpose within the planning process	CP OCT 21 DEC 21	SLT All Staff	Time for training Realising the ambition
Staff team to engage in internal moderation of learning to ensure consistency of approach and	CP Feb 22	SLT	Time for Meetings

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
professional judgements which will impact learners experiences by ensuring consistency of expectations.	May 22	All Staff	

Evidence of Impact
<ul style="list-style-type: none"> <li>• Data analysis of attainment – Pathways Evidence</li> <li>• Learning Journal Evidence</li> </ul>

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b>  Teacher Professionalism School Improvement	<b>HGIOELC?</b>  2.3 Learning, teaching and assessment 3.2 Securing Children's progress	<b>RRS</b> Article 3 (Best interests of the child): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Staff develop the skills to observe, teach and extend learning in a purposeful responsive way, which will ensure learners make progress across all areas of the curriculum.</li> <li>• Learners achievements from home are valued and used to inform/support the curriculum offer within the learning environment</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>
Staff development regarding play based responsive learning through a training refresh and role modelling of good practice within the playroom	Oct 21	<b>All Staff</b> <b>Education</b> <b>Psychological Services</b>	Time for staff discussion Realising the ambition Adventures with Alice Training

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Staff to engage in training on high quality observations and how observations can impact the learning environment	CP – Nov 21 Feb 22	All Staff	Time
Newly qualified members of staff to engage in professional dialogue around child development and the impact of play on children’s outcomes.  SLT to monitor and mentor staff to enhance their practice when providing next steps in learning.	CP – Nov 21  Mar 22	All Staff	

Evidence of Impact
<ul style="list-style-type: none"> <li>• Monitoring of Learning Journals</li> <li>• Self Evaluation Paperwork</li> <li>• Observation of Practice</li> <li>• Staff Training Records</li> <li>• Attainment Tracking Data</li> </ul>

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School Improvement	<b>HGIOELC?</b> 3.1 Ensuring wellbeing, equality and inclusion 1.3 Leadership of change 1.2 Leadership of learning	<b>RRS</b> Article 31 (Leisure, play and culture):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children have access to a high quality learning environment which allows them to engage in both responsive and intentional play experiences</li> <li>• Children's wellbeing is a focus for all practice and remains a high priority post Covid</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>
<p>Review of the learning environment to ensure it is of a high quality and providing appropriate experiences for children when all bubbles are removed.</p> <p>Staff to engage in development of high quality play provocations through training, role modelling and monitoring of the learning environment.</p>	<p>ONGOING checkpoint</p> <p>Mar 22</p>	<p>All Staff</p>	<p>Time for staff discussion</p> <p>Realising the ambition</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Practitioners to engage in training on elements of good practice such as curiosity, provocations and schemas.	Jan 22	All Staff	Adventures with Alice Training
Practitioners to engage in training on Leuven scale.	Dec 21	All Staff	Training Resources
Leuven scale to be embedded as a tool for improving wellbeing and engagement by whole staff team.	Mar 22	All Staff	

Evidence of Impact
<ul style="list-style-type: none"> <li>• .Observation of Practice</li> <li>• Self-Evaluation Evidence</li> <li>• Planning Evidence</li> </ul>

<b>Priority 4</b> 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)		
<b>NIF Driver</b> Assessment of children's progress School leadership	<b>HGIOELC?</b> 1.5 Management of resources to promote equity 3.2 Securing Children's progress 3.3 Developing creativity and skills for life 2.2 Curriculum	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• All learners have access to a digitally enabled learning environment, which has a positive impact on their learning.</li> <li>• Almost all children have the skills to use digital solutions for learning and life</li> <li>• Practitioners have a good understanding of the development of digital skills at the early level.</li> <li>• Practitioners have a good understanding of how digital skills links to play pedagogy</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>
Review of staff capacity of digital learning	Sep 21	All Staff	SurveyMonkey
Provide opportunities for training to increase staffs own confidence in using digital platforms and ICT resources	Feb 22	All Staff	Time In house training
Review ICT resources within the establishment	Dec 21	All Staff	

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Professional dialogue around ICT and play pedagogy – How does ICT enhance play	ONGOING  Feb 22	All Staff	Time  Training Resources  Research Materials

**Evidence of Impact**

- Learning Journals Evidence
- Staff Training Records
- Self-Evaluation Evidence