

**Child-friendly skills**, including pictorial skills cards, were introduced from August 2024. These are incorporated into planning and are used by practitioners during experiences and interactions to give children the language of learning and support

them to identify and talk about the skills they are using and developing.



A new system for **Focus Children** was introduced from August 2024. This entails a rota of pre-selected children which ensures the learning of all children in Cathedral Nursery is systematically observed and tracked.

New **Literacy and Numeracy trackers**, directly linked to progression pathways, were developed and introduced from August 2024. These are used to record small steps in each child's progress during the course of the year and help inform next steps in their learning.



## What are we planning to do next?

- Revisit and refresh our Vision, Values and Aims to ensure they reflect the new and unique context of Cathedral Nursery Class.
- Train new staff in learning initiatives such as Forest Schools and Play on Pedals to ensure they are an integral and sustainable part of our nursery children's day-to-day learning.
- Facilitate Nursery – Primary 1 and Primary 1 – Nursery learning visits for school and nursery staff to ensure a seamless learning experience across Early Level of Curriculum for Excellence and support effective transition.



# CATHEDRAL NURSERY CLASS



Recent developments and improvements in Cathedral Nursery

Due to circumstances beyond our control, Cathedral Nursery Class experienced significant and unprecedented challenges and changes during the 2023/24 session, with nine longstanding members of staff moving on from the establishment. However, the nursery section of Cathedral's June 2024 Annual Improvement Report stated:

*'A fresh team, comprising existing and new practitioners, will be in place for August 2024 and there is now the opportunity to look to the future with optimism and renewed vision'.*

**Recent developments and improvements have not only maintained high-quality provision during this time of change and transition but are ensuring Cathedral Nursery Class is building back better and stronger than ever. Whether a young learner, a nursery practitioner or a parent/carer, it's an exciting time to be part of Cathedral Nursery!**

## So, what's been happening behind the scenes?

Mr Young, the Head Teacher, has personally led and overseen the review, development and improvement of practice in Cathedral Nursery. This has included Mr Young developing detailed written guidance for practitioners. Mrs Duffy (DHT) has also played a key role in this work.



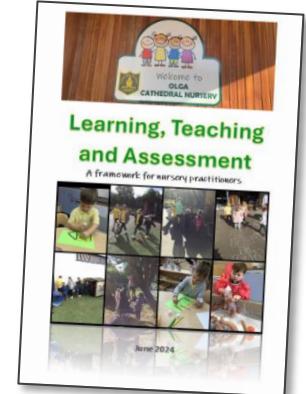
A new **Operational Model**, organised around the four nursery groups, has been put in place. Each group has an allocated member of the Cathedral Leadership Team who links in with nursery staff on a day-to-day basis.

Principal Teacher, **Mrs McCoy's** remit now includes a strategic leadership role within the nursery to help build the capacity of staff and support ongoing improvement.

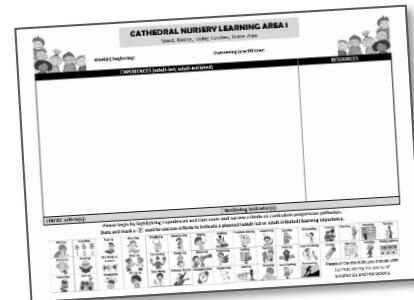
Early Years specialist, **Lynda Keith**, worked directly with nursery staff in November, with a particular focus on **continuous provision** (the spaces and core resources that children are free to access and use throughout each day) as well as literacy and numeracy across the nursery playroom and outdoor area.



A new **Learning, Teaching and Assessment Framework** was developed and put in place from August 2024. This document provides clear guidance for nursery practitioners on Cathedral's approaches to ensuring high-quality learning spaces, learning experiences and learning interactions as well as planning, assessing and documenting learning.



**Progression pathways** for all curricular areas were fully integrated into planning from August 2024. These pathways provide precise statements about what children should know and be able to do as they progress through nursery and transition into Primary 1.



New planning formats were developed and introduced from August 2024 to ensure an appropriate balance of **intentional planning** (activities and experiences planned, organised and led/initiated by practitioners which are designed to achieve specific outcomes) and **responsive planning** (planning which responds to a child's needs, interests and natural curiosity).