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| **Nursery Improvement Plan** - **Priorities and Outcomes**  What are the outcomes that you plan to achieve for your children, young people and families for this session? |
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| **Improvement Outcome:**  **To further develop knowledge and understanding of national practice guidance, approaches and frameworks within leadership roles and new nursery team**  **To consolidate, demonstrate and evidence knowledge and understanding through nursery practice** | | | | |
| **NIF Priority:**  Improvement in children's and young people’s health and wellbeing; | **NIF Driver(s):**  Assessment of children’s progress | **HGIOELC QI(s):**  **1.2 Leadership of Learning** | | |
| **School Lead: HT/DHT** | **Completion Date: June 2020** | **Review Date: April 2020** | | |
| **What impact will you measure?** | **How will you measure it?** | | **Resources** | **Progress**  *Red Amber Green* |
| Nursery staff, including SMT, ECP, PSA’s and Play Assistant, will continue to engage with formal and informal professional learning opportunities around national practice guidance, approaches and frameworks, including Building the Ambition, Pre-birth to Three, Curriculum for Excellence, HGIOELC, Health and Social Care Standards, Loose Parts, Adventures with Alice  Professional dialogue during staff team and SMT meetings and on a daily basis will demonstrate continuing knowledge and understanding of these national and local priorities and their impact on children’s learning, development and nursery practice  All aspects of nursery practice will reflect and evidence developing knowledge and understanding of the continuing professional development and nursery staff will share responsibilities within their respective roles | Attendance at identified formal training opportunities and feedback/evaluations  Agreed programme of focus/topics for team and management meetings  Minutes of team and management meetings  Formal and informal discussions around identified documents and approaches  Visit records from Nursery Support Teacher  Professional dialogue/discussions with EYIS ECP  Evidence of the impact of professional learning within nursery practice and environment, including resources, layout, planning, activities, evaluations etc.  Evidence from self-evaluation activities, including feedback from children and families, school staff and other partners | | Training opportunities-  PKC & National  Formal/informal  Identified documents  Nursery Support Teacher  EYIS ECP  Timetable of team and management meetings  Self evaluation resources/activities |  |

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| **Improvement Outcome:**  **To develop the outdoor and indoor learning environments to further encourage children’s independence, creativity, curiosity and learning** | | | | |
| **NIF Priority:**  Improvement in children's and young people’s health and wellbeing; | **NIF Driver(s):**  Assessment of children’s progress | **HGIOELC QI(s):**  **3.3 Developing creativity and skills for life and learning** | | |
| **School Lead: HT/DHT** | **Completion Date: June 2020** | **Review Date: April 2020** | | |
| **What impact will you measure?** | **How will you measure it?** | | **Resources** | **Progress**  *Red Amber Green* |
| Staff and children will continue to create an improved learning environments, in partnership with other stakeholders as appropriate  Children will have increased access to appropriate resources which further develop the nursery learning environments, in line with Total Communication Approaches, the Adventures with Alice initiative and other ASN specific guidance in play skills and sensory environments  Increased opportunities for pupil voice –  encouraging children to lead learning by choosing and/or creating materials and resources for the outdoor and indoor areas  supporting children to communicate independently within a total communication environment  Children will have increased independent access to open ended resources and materials encouraging them to explore real life learning and further develop play skills | Evidence of the impact of professional learning through planning and implementation of improved learning environments and related activities/experiences  Evidence of children’s progress and achievements through IEP evaluations/trackers, My Learning folders/See Saw profile, staff observations etc.  Attendance at formal training opportunities and informal staff development around ‘Adventures with Alice’ and Total Communication Approaches  Support and feedback from Nursery Support Teacher , EYIS ECP, SLT, SSCO  Involvement of learners, families, the wider school community and other partners as appropriate e.g.Sensory story sessions, Fairview library development  Evidence from self-evaluation activities, including feedback from children and families, school staff and other partners | | Training opportunities-  PKC/National  Formal/informal  Adventures with Alice programme  Every Day’s A Story Day Initiative  Sensory Story Sessions  Nursery Support Teacher  EYIS ECP  SLT  SSCO  School community  Families  Other stakeholders as appropriate  (Early Years Inclusion Fund, Early Years, Scotland)  Self evaluation resources/activities |  |