



Nursery Improvement Plan 2020-2021 Luncarty Primary School

Key Reflective Questions	Evaluative Reflections
<p>Disruption</p> <p>Describe your successes, key learning, and positive outcomes from this period of learning and teaching at home. Celebrate what has been achieved.</p>	<p>Staff</p> <ul style="list-style-type: none"> • Increased understanding of technology available and skills in use have increased • Less limited at home with access to working technologies and not being constrained by the access to / non-working school equipment / network. • Finding new approaches to learning that were accessible to children online and being adaptable . • Organising and timetabling daily work an including some quality time for reading linked to training or other National / PK documents / updates • Context plans for last term were already in place and these were successfully used for aspects of home learning to engage the children especially in practical or outdoor learning. • Creating a series of lessons to keep the children motivated • Planning meaningful outdoor learning linked with various curricular areas • Thinking carefully about the resources and taking time to look at them for impact on learning through the planned activities • Staff INSET – having time to read / re-read paper work and use PowerPoint input to suit own needs / pace/ reflection / review • Attending Webinars to gain more knowledge on subjects • Team meeting for transition information was more spread out – longer time taken over this using Team sessions <p>Children</p> <ul style="list-style-type: none"> • Variable engagement and experiences during home learning especially the last few weeks where even the more motivated were reducing their engagement • Children enjoyed the range of activities and the creative planning that went into them . • Feedback -more instant and personal Parents • Good communication with parents and responding to their requests. • Sharing learning with parents and gaining an insight / improved understanding of their child’s learning / abilities/ working skills • Appreciation from parents was positive for staff
<p>Transition</p> <p>What is the impact of Covid-19, and the period of learning at home, on learners in your current school context? What is different?</p>	<p>Learners</p> <ul style="list-style-type: none"> • Wide variety of experiences • Varying degrees of support from parents • Some losing their independent / resilience working skills and becoming too dependant of the immediate feedback from those supporting at home. • Progress of children has been variable with some engaging more in the tasks and progressing with the planned skills teachers were uploading online • Retaining skills • Impact on behaviour – getting back with peers – refreshing relationships • Some children finding the transition back to school challenging and getting into routines and different types of learning throughout the day • Some children very happy to be back and having peers to interact with • Nursery children had earlier transition experiences throughout the year, <p>Communication</p> <ul style="list-style-type: none"> • Increased parental communication during home learning with immediate response / chat • Increased parental engagement with child’s learning and gaining an insight into how their child learns.

<p>How are you approaching this?</p>	<p>Transition in school</p> <ul style="list-style-type: none"> • Focus on creating clear expectations and boundaries • Building relationships with learners, taking account of the restrictions and changes in some curricular areas e.g. PE , Music, drama. • Children not having face to face and working experiences with other groups within school and no whole school get togethers. • Big focus on HWB -emotions , feelings, worries / no worries – using circles • Focus on working together skills and time needing to be spent on this. • Sustaining their focus is more challenging / harder • CPD online as this can be done at convenient times rather than rushing to after school courses.
<p>Reimagining</p> <p>What are you now doing differently or better because of this experience? What could you aim to do differently or better? What are your next steps as a school leader and as a school?</p>	<ul style="list-style-type: none"> • Eager to engage and upskill learners with technology and making use of Seesaw and GLOW in class contexts. • Staff increasing use of Seesaw • more frequently messaging parents and answering their queries / questions , Improved communication including phone calls • reflecting on home learning activities that worked well and using them again at home or in school for learning. • CTs upskilling in technologies/ apps to help self and class learning Seesaw Pioneer course • Focusing on HWB – positive and growth mindsets so they are in the right place to continue their learning journey. • Using reflections from Inset – Environment to review ‘back in school’.

School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

C/F from session19-20		
Improvement Outcome 1 : inclusive practice at universal level Improving practice in supporting the inclusion of all learners with a focus on the Environment and enriching communication .		
NIF Priority: <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing • Improvement in attainment, particularly in literacy and numeracy 	NIF Driver(s): <ul style="list-style-type: none"> • Teacher professionalism • School leadership • Assessment of children's progress • School Improvement 	HGIOS -Early learning and childcare 1.1 self-evaluation for self-improvement 2.1 Safeguarding and Child protection 2.2 Curriculum 2.4 Personalised support 3.1 Ensuring wellbeing , equality and inclusion 3.2 securing children's progress
Head Teacher, ECPS	Completion Date: June 2021	Review Dates: 1. 18.11.20 2. 17.2.21 3. 28.4.21 (next steps)
What impact will you measure?	How will you measure it?	Progress
<ul style="list-style-type: none"> • Working knowledge of 'Up Up and Away ' framework • Development of focus areas from self- evaluation – Environment • Effectiveness of identify stages tool for planning to meet the needs of individuals 	<ul style="list-style-type: none"> • Use of self -evaluation information about inclusive practice for next steps bringing together : -the 4 factors which support learning and development (Environment, routine ,motivation and skills) - the 4 skill areas (motor, communication, thinking and relationship skills). • Developing milestones into a format for staff and parent use. 	

School Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

To decide

<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment particularly Literacy and Numeracy Improvement in children's HWB 	<p>NIF Driver(s):</p> <p>School leadership Teacher professionalism Parental Engagement Assessment of children's progress</p>	<p>HGIOS -Early learning and childcare</p> <p>1.1 self-evaluation for self-improvement</p> <p>2.2 Curriculum</p> <p>2.3 Learning ,teaching and assessment</p> <p>2.4 Personalised support</p> <p>3.1 Ensuring wellbeing , equality and inclusion</p> <p>3.2 securing children's progress</p> <p>3.3 developing creativity and skills for life and learning</p>	
<p>School Lead: Head Teacher</p>	<p>Completion Date: June 2021 (1/3)</p>	<p>Review Date: 31.3.21 2.6.21 (next steps)</p>	
<p>What impact will you measure?</p>	<p>How will you measure it?</p>		<p><i>Progress</i></p>
<ul style="list-style-type: none"> Use of environment , space ,time and choices to nurture and develop children's natural curiosity Impact of the opportunities through play to experiment and explore STEM experiences Children's engagement in STEM activities and practical enquiry Highlighting the experiences children have has through Stem e.g. We have mixed, scouped, explored etc. I have been amazed by the We have worked together 	<ul style="list-style-type: none"> Reviewing impact of STEM environment tthrough -discussion with team about how effective has this been , - photo information -what are the differences now ? Children's responses to experiences e.g asking questions, confident to find out answers and investigate. 		