

# Alloway Primary School and EYC

## Quality Assurance, Monitoring and Evaluation Policy



### *Article 28 (right to education)*

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

### *Article 29 (goals of education)*

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



# Quality Assurance, Monitoring and Evaluation Policy

## Overview

The school is committed to providing a quality service to all pupils. To this end a commitment to monitoring and self-evaluation permeates the work of everyone in the school. Staff, parents, pupils and the authority are involved within this process. Self-evaluation is the process of identifying strengths and needs of the school in an effort to improve, change and develop good practice.

This is undertaken on a number of levels.

The senior leadership team evaluate the following...

- Current practice against Quality Indicators based on HGIOS 4 (school) and HGIOELC (EYC)
- Teachers' planning and assessment
- The standards and quality of pupils' work
- Contributions made to the school by visiting and support staff
- Allocation of funding, suitability and use of resources
- PRD and PDR
- Overall effectiveness of the school and its staff
- Views of others including parents, pupils, staff, visitors

This can be done by:

- Auditing as part of the School Improvement Plan.
- Informal classroom visits
- Formal classroom observations
- Discussion with staff both formal and informal during planning conversation
- Tracking pupils' progress
- Profiles and tracking in the Early Years Centre
- Infection Control monitoring in Early Years Centre
- Sampling pupils' work
- Monitoring teachers' forward planning
- Parent, pupil and staff questionnaire and audits

We are constantly monitoring and evaluating practice throughout the course of the school year so as to make informed decisions about how to improve, and how to implement and monitor this improvement.

All teachers will receive formal focussed visits to their classroom during the school year. These will be based on areas of development or improvement being undertaken, and Quality Indicators from HGIOS 4 and HGIOEYC are used to focus for the written

follow-up which results from these visits. These visits are seen as being non-threatening and are to ensure that staff feel fully supported in implementing school programmes or areas of development. They recognise good practice and provide a basis for follow-up action or points for discussion. Informal visits and discussions with Staff are an important feature of the daily life of the school. The positive ethos of the school encourages this interaction. Professional dialogue leads to positive improvements for all.

## HMIE Visits & Care Inspectorate (Early Years Centre)

HMIE visit schools and provide an in-depth external evaluation of all aspects of the school based on Quality Indicators from HGIOS 4 and HGIOELC.

## Quality Indicators

We evaluate our progress against HGIOS 4 Quality Indicators in the Primary School.



Learning Provision	
How good is the quality of care and education we offer?	
Quality Indicator	Themes
2.1 Safeguarding and child protection	<ul style="list-style-type: none"> <li>Arrangements for safeguarding, including child protection</li> <li>Arrangements to ensure wellbeing</li> <li>National guidance and legislation</li> </ul>
2.2 Curriculum	<ul style="list-style-type: none"> <li>Rationale and design</li> <li>Development of the curriculum</li> <li>Learning pathways</li> <li>Skills for learning, life and work</li> </ul>
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> <li>Planning, tracking and monitoring</li> </ul>
2.4 Personalised support	<ul style="list-style-type: none"> <li>Universal support</li> <li>Targeted support</li> <li>Removal of potential barriers to learning</li> </ul>
2.5 Family learning	<ul style="list-style-type: none"> <li>Engaging families in learning</li> <li>Early intervention and prevention</li> <li>Quality of family learning programmes</li> </ul>
2.6 Transitions	<ul style="list-style-type: none"> <li>Arrangements to support learners and their families</li> <li>Collaborative planning and delivery</li> <li>Continuity and progression in learning</li> </ul>
2.7 Partnerships	<ul style="list-style-type: none"> <li>The development and promotion of partnerships</li> <li>Collaborative learning and improvement</li> <li>Impact on learners</li> </ul>

Leadership and Management	
How good is our leadership and approach to improvement?	
Quality Indicator	Themes
1.1 Self-evaluation for self-improvement	<ul style="list-style-type: none"> <li>Collaborative approaches to self-evaluation</li> <li>Analysis and evaluation of intelligence and data</li> <li>Ensuring impact on learners' successes and achievements</li> </ul>
1.2 Leadership of learning	<ul style="list-style-type: none"> <li>Professional engagement and collegiate working</li> <li>Impact of career-long professional learning</li> <li>Children and young people leading learning</li> </ul>
1.3 Leadership of change	<ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change</li> </ul>
1.4 Leadership and management of staff	<ul style="list-style-type: none"> <li>Governance framework</li> <li>Building and sustaining a professional staff team</li> <li>Staff wellbeing and pastoral support</li> </ul>
1.5 Management of resources to promote quality	<ul style="list-style-type: none"> <li>Management of finance for learning</li> </ul>

Successes and Achievements	
How good are we at improving outcomes for all our learners?	
Quality Indicator	Themes
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfillment of statutory duties</li> <li>Inclusion and equality</li> </ul>
3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <li>Attainment in literacy and numeracy</li> <li>Attainment over time</li> <li>Overall quality of learners' achievement</li> <li>Equity for all learners</li> </ul>
3.3 Increasing creativity and employability	<ul style="list-style-type: none"> <li>Creativity skills</li> <li>Digital innovation</li> <li>Digital literacy</li> <li>Increasing employability skills</li> </ul>

## **Self-Evaluation of Classroom Practice**

Teachers are required to self-evaluate their classroom practice.

The use of Q.I's is expected when self-assessing/evaluating development in the classroom as part of ongoing school improvement.

The Senior Leadership Team will assist this process by:

- Discussing practice with staff
- Encouraging teachers to plan and work collaboratively
- Working alongside a class - teacher in class
- Discussing self-evaluation when discussing teachers' plans
- Offering opportunities for self-evaluation as part of the Quality Assurance process.
- Involving all staff fully in all aspects of School Improvement Planning
- Using CLPL and Collegiate Time to promote self-evaluation of classroom practice
- Providing time for consultation between staff members in stages, levels in school and moderation opportunities in the cluster and local authority.

## **School Policies**

- Staff are actively encouraged to be involved in the development and review of all school policies and curricular guidelines.
- The Senior Leadership Team generally takes responsibility for drafting and disseminating school policies to staff and parents for comment and amendment. Some staff have led developments which lead to improvements in policy - leadership roles are encouraged.
- Appropriate steps to consult and communicate with parent on school policies should be taken.

## **School Improvement Planning**

Alloway Primary School produces an annual Improvement Plan. Priorities for development are discussed and agreed with all staff, the pupils, the Parent Council and other parents as appropriate.

The Improvement Plan is approved and distributed to staff, the Parent Council and SAC. Staff are encouraged to take an active role in the implementation of the school's Improvement Plan. It's also on our website and presented at the AGM for Alloway Primary Parent Council. Improvement planning is a well-established practice with the school. Audits of various aspects of school life take place every year. We also take account of authority and national priorities in our improvement planning.

In identifying areas of strengths and improvement priorities we will strive to enhance the quality of our provision and service. The Improvement Plan also helps to make

developments within the school manageable. This is reflected in our Working Time agreement.

The audit process incorporates all the methods of monitoring and evaluating indicated at the beginning of the policy, but is not restricted to these methods alone. It is wide ranging and includes evidence gathering and informal conversations, and observations also.

### **Action Planning**

Action plans are written for each development highlighted in the Improvement Plan. Action plans identify how priorities will be implemented and objectives met. Each action plan has sections, which allow us to:

- Identify targets in line with school aims, Local Improvement Objectives and National Priorities
- Outline measurable criteria for success
- Identify strategies for implementation of the plan
- Set appropriate timescales
- Name the persons responsible.
- Identify and cost resource needs
- Identify monitoring and evaluation procedures
- Identify a test of change

Action plans are drawn up by the Senior Leadership team in consultation with all staff, pupils and parents.

Staff are consulted and are encouraged to have a shared understanding of their content and involvement in the implementation.

## Quality Assurance Calendar

Our Senior Leadership Team have responsibility for implementing our Quality Assurance Calendar.

How well do we do?	Frequency	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
The curriculum rationale	Annual programme	✓						✓ review				
School attainment data	CfE Assessment ,progress and tracking				✓			✓			✓	
NSA /GL assessments	NSA P1, P4, P7 GL – in line with SAC agreement				✓ NSA P4&7			✓ NSA P1			✓ GL	
Assessing, planning, monitoring and reporting progress and achievement	Rolling programme see monitoring calendar/year planner See calendar		✓	✓	✓	✓	✓	✓	✓		✓	✓
Pupil jotters and class work	SLTs to sample during class visits /prior to parent’s eve			✓				✓			✓	
Working in classrooms	Planned programme of class visits and learning walks -in and out of school			✓			✓			✓		
Reports to parents	2 parents’ meetings				✓						✓	Final report issued
Pupil progress/profiles	Sampled termly			✓				✓			✓	
Monitoring individualised educational programmes and staged intervention targets	4 times in year/3 times per session.		✓					✓			✓	
Attendance	Daily and termly-included in reporting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

How well do we do?	Frequency	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<b>Behaviour</b>	Weekly and termly –included in reporting	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Staff views</b>	Termly /ongoing/annual survey monkey	✓		✓			✓			✓		✓
<b>Sampling pupils' views</b>	Planned programme- built into observed lessons also				✓			✓			✓	
<b>Sampling parents' views</b>	Twice yearly and workshops, focus groups	✓		✓				✓				✓
<b>Health &amp; safety checks</b>	Monthly staff meetings/Mitie meetings	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Progress towards targets in school improvement plan</b>	Termly		✓		✓				✓		✓	
<b>Learning walks by SLT/other staff</b>	3 per year			✓			✓			✓		
<b>Child Protection files -</b>	Termly			✓			✓		✓			✓
<b>Chronologies/ Ayrshare</b>	Ongoing weekly additions	✓					✓		✓			✓
				✓			✓			✓		✓
<b>Tracking on seemis</b>	Twice yearly full school data			✓								✓

## **Quality Assurance - Classroom Monitoring**

All staff at Alloway Primary School and Early Years Centre are committed to providing education of the highest quality to all our pupils.

### **Aims of Monitoring**

- To promote quality throughout the school
- To improve learning and teaching
- To establish links between the school improvement plan and classroom practice
- To ensure implementation of school policies
- To identify and disseminate good practice
- To encourage self-reflection
- To gather information which will inform the school improvement planning process
- To respond to the quality assurance expectations of parents, the local authority, Scottish Government and Her Majesty's Inspectorate of Education (HMIe) and Care Inspectorate

### **To achieve these aims the process will be as follows:**

- Review forward plans and next steps in learning
- Discussing teachers' planning and evaluation
- Working alongside classroom staff and children
- Sampling children's work
- Monitoring and review of pupil learning logs and Individual Education Plans (IEPs)
- Classroom observations; planned visit to classrooms
- Regular discussion with teachers
- Listening and talking to pupils and parents
- Staff will engage in peer observations and reflect on these together
- Using focussed review materials using HGIOS 4 and HGIOEYC

### **Classroom Observation**

It is emphasised that classroom visits in the context of monitoring practice will be

- planned
- regular (each class will be visited 3 times per session)
- viewed as a supportive mechanism
- recorded on the agreed pro forma
- discussed as soon as convenient after the observation
- staff should comment and respond to any actions or recommendations.

### **Feedback**

The need for quality feedback following any formal type of quality assurance is essential and involves all staff. The need for trust and mutual support is essential leading to a positive climate for monitoring. Observation paperwork was revisited based on staff collaboration in 2021.

### **Types of observations**

- SLT observation - Appendix 1
- Peer observation - Appendix 2



## **Quality Assurance - Forward Planning - Learning Conversations and Tracking Conversations (appendix 3 and 4)**

### **Aims of Learning and Tracking Conversations**

- To promote quality throughout the school
- To improve learning and teaching through high quality planning and assessment.
- To ensure assessment is planned at the point of planning
- To establish links between the school improvement plan and classroom practice
- To ensure implementation of school policies
- To ensure children are making good progress
- To identify gaps in learning and plan to address these gaps

### **To achieve these aims the process will be as follows:**

- Review forward plans and next steps in learning
- Discussing teachers' planning and evaluation
- Discussing teachers' predictions and tracking
- Regular discussion with teachers
- Listening and talking to pupils and parents

### **Learning and Tracking Conversations**

It is emphasised that learning conversations in the context of monitoring practice will be:

- planned
- dialogue about learning, teaching and assessment
- regular (3 times per session)
- viewed as a supportive mechanism
- recorded on the agreed pro forma

It is emphasised that tracking conversations in the context of monitoring practice will be:

- planned
- dialogue about children's progress and data
- interrogating what the data tells us
- regular (3 times per session)
- viewed as a supportive mechanism
- recorded on the agreed pro forma

## Allway Primary Planning, Tracking and Observation Calendar

<b>TERM 1</b>	<b>AUGUST</b> Forward Planning with colleagues	<b>SEPTEMBER</b> Learning conversation with SLT	<b>OCTOBER</b> Pupil Focus Group
<b>TERM 2</b>	<b>OCTOBER</b> Classroom Observation with SLT	<b>NOVEMBER</b> Tracking with SLT Forward Planning with colleagues	<b>DECEMBER</b> Learning conversation with SLT
<b>TERM 3</b>	<b>JANUARY</b>	<b>FEBRUARY</b> Tracking with SLT Classroom Observation with SLT	<b>MARCH</b> Forward Planning with colleagues Learning conversation with SLT
<b>TERM 4</b>	<b>APRIL</b> Learning conversation with SLT	<b>MAY</b> Tracking with SLT Peer Observations	<b>JUNE</b> Peer Observations Pupil Focus Group

## Professional Development and Review

PDR procedures are in keeping with national and local authority guidelines. An opportunity for review will be offered each session. This will provide staff with opportunities to evaluate their own work in discussion with the Senior Leadership Team, however this is staff's responsibility. Time is built in to the working time agreement. This is to identify and acknowledge particular strengths and development needs are also highlighted through PDR. Leadership roles are encouraged.

## CLPL

CLPL is matched to the identified needs of individuals and of the school as a whole. CLPL and In-Service opportunities makes use of staff and local expertise as appropriate however we often share good practice in house. All staff take part in school CLPL Activities. If these fall out with contractual hours recompense is negotiated with non-teaching. CLPL can take a variety of forms and does not necessarily involve attendance at courses etc. It can be research, professional reading, framework group attendance etc.

## **Performance Review and Development**

All support staff will undertake authorities programme of PRD. Reviews will be held annually where staff evaluate their work and a programme of development needs is drawn up once agreed.

## **LEADERSHIP**

The Senior Management Team are expected to give a lead in all aspects of the school's work. They are required to:

- Promote teamwork and staff involvement in policy development, Quality Assurance and planning.
- Communicate effectively and develop productive relationships with pupils, parents, staff, other agencies and the wider school community.
- Show professional competence and commitment across a wide range of management skills.
- Demonstrate leadership qualities and encourage these skills in others.

## **Monitoring and Evaluating Procedures**

Purposes of monitoring:

- To ensure the ongoing work of the school and classroom practice is consistent and pupil needs are met.
- To ensure progress/improve performance/highlight areas for development.
- Monitor how well previous developments are succeeding.
- Inform how best to meet individual staff and pupil needs.
- To raise attainment for all.

Important aspect to include:

- Monitor implementation of policies.
- Involvement of staff in process.
- Self-evaluation.
- Assessment is used by class teachers to monitor and evaluate learning and teaching.
- Programmes of work and resourcing.
- Frameworks (SAC).
- Building the Ambition ( Early Years Centre).

Individual teachers should involve themselves in the process by:

- Using a range of strategies to assess children's progress (Look, Make, Write, Do).
- Monitor and evaluate their forward plans and class timetables.
- Use assessment to inform future planning.
- Evaluate own practices and performance.
- Participate in relevant discussions.

All staff have a self-evaluation folder for reference



The SMT will monitor and evaluate:

- Teachers' planning through planning conversations
- Classroom practice
- Children's work and pupil voice
- Assessment
- The contribution of specialists
- The suitability of resources
- Effectiveness and performance

This will be carried out by:

- Working with teachers and children
- Observing in classrooms and learning walks
- Dialogue with teachers and pupils
- Monitoring of forward plans through professional discussion
- Sampling pupils' work
- Moderation in school and cluster

Tracking pupil performance

- Target Setting
- INCAS, PIPs
- IEP's
- Home tasks.
- Displays etc.
- See tracking and Assessment Guidance
- Moderated writing, mental maths in school (planned)
- Benchmarking for reading
- Reading Roots
- Tracking discussions with SLT

- Teacher Assessments/ planner

## **Quality Assurance in our Early Years Centre**

### **Self-Evaluation of Practice within the EYC**

Self-evaluation of practice is a requirement of all staff within the EYC. The use of Q.I's and Health and Social Care Standards is expected when evaluating practice within the EYC as part of ongoing school improvement. Staff engage in the self-evaluation process on a fortnightly basis as part of staff meetings (see Appendix 4).

The Senior Leadership Team will assist this process by:

- Discussing practice with staff
- Encouraging staff to plan and work collaboratively
- Working alongside EYC staff
- Discussing self-evaluation when discussing EYC planning
- Offering opportunities for self-evaluation as part of the Quality Assurance process.
- Involving all staff fully in all aspects of School Improvement Planning
- Using CLPL and Collegiate Time to promote self-evaluation of practice in the EYC

### **Quality Assurance - Profile Monitoring within the EYC**

Profiles are monitored 3 times per year by the Senior EYP, alongside the DHT. Staff are provided with verbal feedback and this monitoring is recorded on Profile Monitoring paperwork (see Appendix 5).

### **Quality Assurance - Infection Control**

Our Senior Early Years Practitioner carries out Infection Control Procedures termly using appropriate paperwork (see Appendix 6). This paperwork is shared with the DHT on a monthly basis and filed.

### **ASN Audit**

An audit of additional support needs is carried out on a termly basis by the DHT and Early Years teacher. This is a vital step in our quality assurance process and allows us to monitor the level of additional support needs within the EYC, and respond to these appropriately, ensuring barriers to learning are addressed at an early stage. The DHT completes paperwork following discussions. The paperwork highlights information on individual pupils, additional support needs, and actions taken to address these needs.

### **Quality Assurance – Formal Observations in the EYC**

Formal observations are carried out in line with school policy, and include opportunities for SLT monitoring, and peer visits.

### **Learning Walks**

EYC staff are given the opportunity to take part in learning walks, in line with the school calendar. Staff use the Peer Observation Visits paperwork (see Appendix 7) to evaluate practice. Prior to the visits, staff take part in a self-evaluation activity to indicate what they think observes should *See, Hear and Feel* in Alloway EYC. In addition to this, staff are encouraged to visit other establishments to observe good practice. Staff are asked to complete *Sharing Good Practice Visit* paperwork following their visit (see Appendix 8).

### **Care Plans**

Care plans are evaluated 3 times per year, with every child in the EYC having a Care Plan in place within 28 days. These are shared with parents during Care Plan meetings 3 times per year, with a final review at the end of session. Parents are encouraged to contribute to Care Plans during these meetings, and are provided with regular feedback through the use of Learning Journal profiles. Care Plan targets are monitored by the Senior EYP, with support from DHT, on a termly basis (see Appendix 9).

### **Tracking Meetings**

As well as planning conversation which take place in line with the school policy, the DHT and Early Years Teacher meet 3 times per year to engage in tracking meetings which focus on the achievement of Developmental Milestones. The DHT completes appropriate paperwork following these meetings, which outlines individual pupils, their progress against the Literacy, Numeracy and Health and Wellbeing Milestones, and gives an overview of achievement across the EYC.

### **Registration Monitoring**

The safe registration of children is monitored on a monthly basis by the DHT. This allows us to ensure that children are safely registered each day. The registration of children in the EYC is a meticulous process and there are robust systems in place to ensure all keyworkers are registering children accurately each day, and that children are signed in and out by parents/carers. The DHT completes *Register Monitoring* paperwork to highlight this (see Appendix 10).



# APPENDIX 1 – example of Classroom Observation paperwork

## Alloway Primary Quality Assurance Feedback/Observations LEARNING,TEACHING & ENGAGEMENT


HGIOS 4 - 2.3 LEARNING TEACHING AND ASSESSMENT	HGIOS 4 – 3.2 RAISING ATTAINMENT
<p><u>PLANNING, TRACKING &amp; MONITORING</u>            We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.            Learners are fully involved in planning learning.            As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.            This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship</p>	
<p><b>Focus:</b></p> <p><b>Learning Intention –</b></p> <p><b>Success Criteria -</b></p>	
	<b>Observation of Practice for Discussion</b>
<p><b>Established Routines</b></p> <ul style="list-style-type: none"> <li>• Prompt Start</li> <li>• Learners settled and prepared for learning</li> <li>• Evidence of awareness of expectations noise ,routines and standards etc</li> </ul>	
<p><b>Set the Scene for Learning</b></p> <ul style="list-style-type: none"> <li>• Learners understand the purpose of learning AIFL</li> <li>• Explanations and instructions are clear</li> <li>• Resources are well planned and available</li> </ul>	
<p><b>Variety of Approaches</b></p> <ul style="list-style-type: none"> <li>• Learners experience creative teaching approaches</li> <li>• Activities are well matched to learners' needs and interests</li> <li>• Learners exercise choice including the use of digital technology</li> <li>• Learning is well paced</li> </ul>	
<p><b>Variety of Questioning Techniques</b></p> <ul style="list-style-type: none"> <li>• Questioning promotes curiosity, independence and confidence</li> <li>• Questioning enables higher order thinking skills</li> <li>• Questioning informs formative assessment judgements</li> </ul>	
<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• Activities provide effective support and challenge</li> <li>• Learners are encouraged to be independent</li> <li>• Differentiation promotes effective pace and challenge for all learners</li> </ul>	
<p><b>Variety of Assessment Techniques</b></p> <ul style="list-style-type: none"> <li>• Learners demonstrate their knowledge through a variety of approaches</li> <li>• Assessment approaches are matched to the learning needs of the learners</li> <li>• A range of evidence is used to support assessment judgements and inform next steps</li> <li>• Learning Journals are available and the learning roll is visible with learning journey( Wall paper roll showing journey of learning as is our expected practice)</li> </ul>	
<p><b>Quality Feedback</b></p>	





<ul style="list-style-type: none"> <li>Learners receive high quality feedback</li> <li>Learners have an accurate understanding of their progress and how to improve</li> <li>Learners are able to give effective feedback on their learning and talk about their learning journey and journal of good work.</li> </ul>	
<b>Reviewing The Learning</b> <ul style="list-style-type: none"> <li>Plenary assesses individual progress</li> <li>Learners are encouraged to focus on the main objectives of the lesson</li> <li>Next steps in learning are clear</li> </ul>	
<b>Pupil Responsibility</b> <ul style="list-style-type: none"> <li>Learners have opportunities to lead learning</li> <li>Learners are engaged, resilient and highly motivated</li> <li>Learners are confident and interact well during activities</li> </ul>	
<b>Our Learning</b> <ul style="list-style-type: none"> <li>Learning environment is nurturing and leads to high quality outcomes</li> <li>All relationships are positive</li> <li>Staff and learners demonstrate a commitment to the vision and values of APS.</li> </ul>	
<b>Consultation with pupils</b>	
<b>Consultation with school assistants</b>	
<b>Overall comment</b>	

<b>HGIOS4 Challenge Question</b> <b>Class teacher and SLT will discuss the challenge question below then identify next steps and CLPL targets</b>		
<u>Looking Inwards – Identifying Effective Practice</u> How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?	<u>Looking Outwards – Identifying Next Steps</u>	<u>Looking Forwards – Identifying CLPL Targets</u>
Teacher signature:	SLT signature:	Date:

## APPENDIX 2 – example of Peer Observation Paperwork

Alloway Primary and EYC Peer observation visits <i>Ambitious – Respectful – Proud - Positive – Supportive</i>			
<b>Class teacher:</b>		<b>Peer observer:</b>	
<b>Class:</b>			
<b>Date:</b>		<b>Literacy focus:</b>	
<p><b>Our focus:</b>  <b>HGIOS 4 - 2.3 LEARNING TEACHING AND ASSESSMENT</b>  <u>Quality of teaching</u></p> <ul style="list-style-type: none"> <li>• Our teaching is underpinned by our shared school vision and values.</li> <li>• We use a wide range of learning environments and creative teaching approaches.</li> <li>• Learning is enriched and supported by our effective use of digital technologies.</li> <li>• Our explanations and instructions are clear.</li> <li>• We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</li> <li>• We observe learners closely to inform appropriate and well-timed interventions and future learning.</li> <li>• We use feedback effectively to inform and support progress in learning.</li> </ul> <p><b>HGIOS 4 – 3.2 RAISING ATTAINMENT</b>  <u>Attainment in literacy</u></p> <ul style="list-style-type: none"> <li>• Learners make very good progress from their prior levels of attainment in literacy.</li> <li>• We have raised attainment in literacy for all learners.</li> </ul>			
<div style="background-color: #1a3d4d; color: white; padding: 10px;"> <h1 style="margin: 0;">Learning in South Ayrshire</h1> <p style="font-size: small; margin: 0;">Within all South Ayrshire Council learning environments, you should...</p> </div>			
<div style="display: flex; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;">SEE</h2> </div> </div> <ul style="list-style-type: none"> <li>• Learners engaged across a range of environments, both indoors and out</li> <li>• Learners having opportunities to lead and collaborate</li> <li>• Learners using digital technology to consume, create and communicate</li> <li>• Learners enjoying approaches and contexts that are matched to their needs, interests and talents</li> <li>• Learners experiencing a nurturing environment that promotes learning, creativity and independence</li> </ul>		<b>What did you SEE in the class today?</b>	

 <p><b>FEEL</b></p> <ul style="list-style-type: none"> <li>• Welcomed, supported and successful</li> <li>• Listened to and involved</li> <li>• Valued, respected and trusted as effective contributors</li> <li>• That their well-being matters</li> <li>• Positive, confident and resilient when they come across barriers</li> </ul>	<p><b>How did the children FEEL in class today?</b></p>
 <p><b>HEAR</b></p> <ul style="list-style-type: none"> <li>• Learners sharing and celebrating their progress and achievements</li> <li>• Learners talking about the lifelong skills they are developing as responsible citizens</li> <li>• Learners receiving high quality feedback that praises, encourages, challenges and supports</li> <li>• Learners using critical thinking skills to explain, justify and reason</li> </ul>	<p><b>What did you HEAR in the class today?</b></p>
<p><b>Something I will take from my visit today.....</b></p>	<p><b>Something I will leave with you today .....</b></p>
<p><b>Challenge question discussed together:</b> How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?</p>	
<p>Signed:</p>	

# APPENDIX 3 – example of Learning Conversations

## Alloway Primary School Quality Assurance – Record of Planning Conversations

Staff/Stage involved in learning conversation:

Date:

HGIOS4 Quality Indicators

**Learning Provision** - 2.2 Curriculum **2.3 Learning, Teaching and Assessment** 2.4 Personalised Support  
**Success and achievements** - 3.1 Improving wellbeing , equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

**Within Teacher’s Planning there is evidence of:**

- Prioritising Literacy, Numeracy and Health and Wellbeing (children’s rights);
- Progression and links to other curricular areas where appropriate to include IDL;
- Choice within some learning activities;
- Skills being developed with clear outcomes identified;
- Concise evaluations of learning which then informs next steps and achievements of pupils;
- Experiences and outcomes are bundled;
- Curriculum content and learning activities to be undertaken;
- Collegiate planning with colleagues;
- A variety of learning and teaching approaches;
- Pupils having responsibility for elements of their own learning;
- Differentiated learning, providing support and challenge;
- Clear learning outcomes and success criteria for all lessons;
- The use of benchmarks for literacy and numeracy;
- Targeted support to raise attainment of all;
- Creativity and innovation by staff;
- Well planned relevant assessments
- Outdoor learning

Clear targets within IEPs/Support Plans reflected in bespoke planning for individuals 

The learning conversations will be closely linked to the Overarching Curriculum Statements and Rationale. This revised in 2022. This document is based on 'A Statement for Practitioners from HM Chief Inspector of Education'

**The Totality of the Curriculum - Four Contexts of Learning:**



**Learning conversations should aid raising attainment and support equity.**

<b><u>Curriculum areas and Subjects:</u></b>	<b><i>Planning, Assessment and Outdoor Learning (please note impact of assessments and discuss any assessment data)</i></b>	<b><i>Support/Boost/Challenge for individual pupils (Equity and Equality - STINT)</i></b>
Numeracy and Mathematics		

<p><b><u>Curriculum areas and Subjects:</u></b> Literacy</p>	<p><b>Planning, Assessment and Outdoor Learning</b> (please note impact of assessments and discuss any assessment data)</p>	<p><b>Support/Boost/Challenge for individual pupils</b> (Equity and Equality - STINT)</p>
<p><b><u>Curriculum areas and Subjects:</u></b> Health and Wellbeing</p>	<p><b>Planning, Assessment and Outdoor Learning</b></p>	<p><b>Support for individual pupils</b></p>
<p><b><u>Interdisciplinary learning</u></b> (please note planning, assessment, outdoor learning and support/challenge)</p>		
<p><b><u>Curriculum areas and Subjects:</u></b> <b>Discrete learning in:</b> Social Subjects, Technologies, Sciences, Expressive Arts and RME (please note planning, assessment, outdoor learning and support/challenge)</p>		
<p><b><u>Curriculum areas and Subjects:</u></b> Rights Respecting Schools, STEM and DYW</p>		
<p><b><u>Ethos and life of the school as a community</u></b></p>		
<p><b><u>Opportunities for personal achievement</u></b></p>		
<p><b>Sharing good practice with Colleagues</b></p>		
<p><b>Overall comment and next steps</b></p>		

*This will be used in conjunction with the Curriculum Rationale during a supportive professional discussion to ensure best practice. We plan to deliver a curriculum which enables every young person in Scotland to achieve their potential through the highest quality of learning and teaching.*

# APPENDIX 3 – example of Learning and Tracking Conversations



## Alloway Primary School Quality Assurance – Record of **Planning and Tracking** Conversations Term 3

Staff/Stage involved in learning conversation:

Date:

HGIOS4 Quality Indicators

**Learning Provision** - 2.2 Curriculum **2.3 Learning, Teaching and Assessment** 2.4 Personalised Support  
**Success and achievements** - 3.1 Improving wellbeing , equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

**Within Teacher’s Planning there is evidence of:**

- Prioritising Literacy, Numeracy and Health and Wellbeing (children’s rights);
- Progression and links to other curricular areas where appropriate to include IDL;
- Choice within some learning activities;
- Skills being developed with clear outcomes identified;
- Concise evaluations of learning which then informs next steps and achievements of pupils;
- Experiences and outcomes are bundled;
- Curriculum content and learning activities to be undertaken;
- Collegiate planning with colleagues;
- A variety of learning and teaching approaches;
- Pupils having responsibility for elements of their own learning;
- Differentiated learning, providing support and challenge;
- Clear learning outcomes and success criteria for all lessons;
- The use of benchmarks for literacy and numeracy;
- Targeted support to raise attainment of all;
- Creativity and innovation by staff;
- Well planned relevant assessments
- Outdoor learning

Clear targets within IEPs/Support Plans reflected in bespoke planning for individuals 

The learning conversations will be closely linked to the Overarching Curriculum Statements and Rationale. This revisited in 2022. This document is based on 'A Statement for Practitioners from HM Chief Inspector of Education'

**The Totality of the Curriculum - Four Contexts of Learning:**



**Format of Planning/Tracking conversation**

Staff will talk to SLT about their forward plans – what has worked; what is planned; how they are going to assess this.

Staff will then look at tracking data with SLT and discuss class tracking, indicating the level that children are working at and any supports or factors in place that would impact on this.

**Learning conversations should aid raising attainment and support equity.**

<p><b><u>Curriculum areas and Subjects:</u></b>                  Numeracy and Mathematics                  (including Outdoor learning)</p>	<b>PLANNING CONVERSATION</b>	
	What worked well last term?	
	What is planned this term?	
	How will you assess this?	
	<b>TRACKING CONVERSATION</b>	
	Which pupils are attaining above the expected level?	
	Which pupils are not yet achieving / not predicted to achieve expected level?	
What supports are in place for these pupils? What are you doing to raise attainment for these pupils?		
What are the factors which may be affecting this (consider FME, SIMD etc.)?		

<p><b><u>Curriculum areas and Subjects:</u></b>                  Literacy                  (including Outdoor learning)</p>	<b>PLANNING CONVERSATION</b>			
	What worked well last term?			
	What is planned this term?			
	How will you assess this?			
	<b>TRACKING CONVERSATION</b>			
	<b>Listening and Talking</b>	<b>Reading</b>	<b>Writing</b>	Which pupils are attaining above the expected level?
	Which pupils are not yet achieving / not predicted to achieve expected level?			
What supports are in place for these pupils? What are you doing to raise attainment for these pupils?				
What are the factors which may be affecting this (consider FME, SIMD etc.)?				

<p><b><u>Curriculum areas and Subjects:</u></b>                  Health and Wellbeing</p>	<b>PLANNING CONVERSATION</b>	
	What worked well last term?	
What is planned this term?		

<i>(including Outdoor learning)</i>	How will you assess this?
	<b>TRACKING CONVERSATION</b>
	<i>Which pupils are attaining above the expected level?</i>
	<i>Which pupils are not yet achieving / not predicted to achieve expected level?</i>
	<i>What supports are in place for these pupils? What are you doing to raise attainment for these pupils?</i>
	<i>What are the factors which may be affecting this (consider FME, SIMD etc.)?</i>

<p><b><u>Curriculum areas and Subjects:</u></b></p> <p><b><u>Interdisciplinary learning</u></b> <i>(please note planning, assessment, outdoor learning and support/challenge)</i></p> <p><b>Discrete learning in:</b> Social Subjects, Technologies, Sciences, Expressive Arts and RME <i>(please note planning, assessment, outdoor learning and support/challenge)</i> Including : <i>Rights Respecting Schools, STEM and DYW</i></p>	
<p><b><u>Ethos and life of the school as a community</u></b></p> <p><b><u>Opportunities for personal achievement</u></b></p>	
<p><b>Overall comment and next steps</b></p>	

*This will be used in conjunction with the Curriculum Rationale during a supportive professional discussion to ensure best practice. We plan to deliver a curriculum which enables every young person in Scotland to achieve their potential through the highest quality of learning and teaching.*





## Appendix 4 – example of Self Evaluation in the EYC

<b>Leadership and Management: How good is our approach to improvement?</b>				
<p><b>HGIOLELC -1.1 Self-evaluation for self-improvement</b>            Self-evaluation is at the heart of everything that we do in our setting.            All of our practitioners are actively engaged in continuously evaluating and improving our setting.            The views of children, parents/carers and families are effectively used to improve the life and work of the setting.            Everyone involved with the setting's community has a shared understanding of its strengths and improvement needs.            Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities.            All practitioners have a clear focus on monitoring and evaluating the quality of children's learning and on tracking their progress and achievements. They work effectively as a team.            There is a strong ethos of improvement through sharing practice, and through peer support and challenge.            Professional learning activities for all practitioners are clearly linked to the results of self-evaluation and identified areas for improvement.            Our practitioners are inward, outward and forward looking in their evaluation and improvement activities.            We make very effective use of information from our learning community, up-to-date research from Scotland and beyond to inform our learning and developments.            Our practitioners have high aspirations and expectations for all children and families. We use a well-informed range of approaches to assess children's progress across their learning</p>	<p><b>Quality Framework - 3.1 Quality assurance and improvement are led well</b>            Leaders promote and sustain a shared vision for the setting that reflects the aspirations of children, families, partners and the wider community. This helps all staff know what is important for the setting to meet the needs of children and families.            Leaders create conditions where all people feel confident to initiate well-informed change and share responsibility for the process            Children and families' views are actively sought to inform the development of the setting.            Successes and achievements are shared with children, families and partners and are used as a starting point for future improvements.            Strong leadership supports staff to have high aspirations and confidence in their capacity to support children and families to reach their full potential.            Leaders have a comprehensive understanding of the importance of using the views of children and families, as well as partners, to inform planning and development of the service. Self-evaluation enables the service to deliver high quality care and support tailored towards children's and families' particular needs and choices.            Staff reflect well together and use these reflections to bring about positive change to outcomes for children and families. Leaders ensure that high-quality learning through play is at the heart of improvement planning</p>			
<p><b>Health and Social Care Standards</b>            1.14 My future care and support needs are anticipated as part of my assessment.            1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.            1.19 My care and support meet my needs and is right for me.            1.23 My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected.            2.15 I am enabled to resolve conflict, agree rules and build positive relationships with other people as much as I can            2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me. Children are supported to feel safe, secure and protected from harm.            3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.            3.6 I feel at ease because I am greeted warmly by people and they introduce themselves.            3.10 As a child or young person I feel valued, loved and secure            4.11 I experience high quality care and support based on relevant evidence, guidance and best practice</p>				
Strengths	Weaknesses	Scrutiny and improvement toolbox questions	Next Steps	Review
		<p><b>How do we know our quality assurance processes improves outcomes for children and families?</b></p> <p><b>How do we ensure that everyone in our service has a shared understanding of service improvements?</b></p> <p><b>How effectively do we promote partnership working to ensure the best outcomes for our children and families?</b></p> <p><b>In what way do we ensure children are involved and influence their day to day experiences?</b></p> <p><b>How do we engage families and children to ensure they have a key role in our quality assurance?</b></p>		

## Appendix 5 – Profile Monitoring Paperwork

### Alloway EYC Profile Monitoring 2023-2024 Term 1 - Date:



HGIOELC		
Effective profiling is linked to the following quality indicators:		Themes
2.3	Learning, teaching & assessment.	<ul style="list-style-type: none"> <li>Quality of interactions</li> <li>Effective use of assessment</li> <li>Planning, tracking and monitoring</li> </ul>
2.5	Family learning	<ul style="list-style-type: none"> <li>Engaging families in learning</li> </ul>
2.6	Transitions	<ul style="list-style-type: none"> <li>Continuity and progression in learning</li> </ul>
3.2	Securing children's progress	<ul style="list-style-type: none"> <li>Children's progress over time</li> <li>Overall quality of children's achievements</li> </ul>

Health and Social Care Standards
<ul style="list-style-type: none"> <li>1.14 My future care and support needs are anticipated as part of my assessment</li> <li>1.15 My personal plan (sometimes referred to as a Care Plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.</li> <li>2.17 I am involved in developing and reviewing my personal plan which is always available to me</li> <li>2.27 I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity</li> <li>3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.</li> </ul>

Quality profiles should contain:
<ul style="list-style-type: none"> <li>Quality observations which show progress</li> <li>Evidence of Literacy, Numeracy and HWB.</li> <li>Links to curriculum, and development milestones.</li> <li>Links to Care Plan targets</li> <li>Evidence of next steps / Possible Lines of Development (PLODs)</li> <li>Child's voice</li> <li>Parent's voice</li> <li>Evidence of wider achievements from home.</li> </ul>

Appendix 6 – Quality Assurance of Infection Control Paperwork

**Alloway EYC**  
**Quality Assurance Monitoring of Infection Control 2023-2024**  
 Term:            Date:

Health and Social Care Standards

- 1. I experience high quality care and support that is right for me
- 4. I have confidence in the organisation providing my care and support
- 5. I experience a high-quality environment if the organisation provides the premises.


HGIOELC Quality Indicators



1.5 Management of resources to promote equity (environment for learning)




Checklist of Infection Control Precautions	Comments
The environment is visibly clean and records kept.	Staff have been reminded to keep areas clean and tidy, particularly at the end of the day/when moving areas
Foam soap is readily available	
Toilets have sufficient toilet roll	
Paper towels are available and stored in a covered container	
Correct handwashing procedures displayed and followed by children	Display will be created of handwashing procedure using photos of children
Correct hand washing procedures followed by staff	
Nappy changing procedures are followed	
Nappy changing equipment is present and stored safely Gloves, aprons, nappy sacks, wipes and nappies stored in closed containers	HD organised and cleaned all changing equipment, including clothes. Sufficient supply of everything.
Snack area visibly clean and food hygiene procedures are being followed	
Any unwrapped or uncovered food is cleared away	

Signed:

## Appendix 7 – EYC Peer Observation Visit Paperwork

Alloway Early years Centre Peer observation visits Self-Evaluation Activity <i>Ambitious – Respectful – Proud – Positive – Supportive</i>			
Class:	Early Years Centre	Peer observer:	
Date:			
<b>Our focus:</b> <b>HGIOELC 4 - 2.3 LEARNING TEACHING AND ASSESSMENT</b> <u>Learning and Engagement</u> <ul style="list-style-type: none"> <li>• The ethos and culture of our setting demonstrates a strong commitment to children's rights.</li> <li>• Relationships are positive throughout.</li> <li>• All children feel valued, safe and secure. As a result, they are successful, confident and responsible.</li> <li>• Children contribute effectively to the setting and its community in purposeful and innovative ways.</li> <li>• Children enjoy and are actively involved in learning through spontaneous play opportunities, well-planned, purposeful play and through relevant real-life experiences.</li> <li>• Children are highly motivated and fully engaged by the range of rich, challenging experiences and opportunities that are on offer both indoors and outdoors.</li> <li>• Learning experiences extend and sustain children's interest, help them make decisions and develop their creativity, resilience and independence very well.</li> <li>• Children make informed choices about their learning and they have a key role in leading their own learning within a supportive nurturing environment.</li> </ul>			
<h1>Learning in South Ayrshire</h1> <p>Within all South Ayrshire Council learning environments, you should...</p>			
 <span style="font-size: 2em; font-weight: bold;">SEE</span>		<b>What should you SEE in the early years centre?</b>	
<ul style="list-style-type: none"> <li>• Learners engaged across a range of environments, both indoors and out</li> <li>• Learners having opportunities to lead and collaborate</li> <li>• Learners using digital technology to consume, create and communicate</li> <li>• Learners enjoying approaches and contexts that are matched to their needs, interests and talents</li> <li>• Learners experiencing a nurturing environment that promotes learning, creativity and independence</li> </ul>		<ul style="list-style-type: none"> <li>✓ Nurture</li> <li>✓ Happy children</li> <li>✓ Children engaged in experiences</li> <li>✓ Staff engaged with children</li> <li>✓ Attractive experiences</li> <li>✓ High-quality experiences</li> <li>✓ Intentional and responsive planning</li> <li>✓ Adaptability / flexibility</li> <li>✓ Creativity (children)</li> <li>✓ Free-flow within the playroom</li> <li>✓ Available resources at child level</li> <li>✓ Self-service</li> <li>✓ Children preparing snack</li> <li>✓ Independence</li> <li>✓ Positive relationships</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	

 <h2 style="text-align: center;">FEEL</h2> <ul style="list-style-type: none"> <li>• Welcomed, supported and successful</li> <li>• Listened to and involved</li> <li>• Valued, respected and trusted as effective contributors</li> <li>• That their well-being matters</li> <li>• Positive, confident and resilient when they come across barriers</li> </ul>	<p><b>How should the children feel in the early years centre?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Safe and secure</i></li> <li>✓ <i>Happy and content</i></li> <li>✓ <i>Loved</i></li> <li>✓ <i>Cared for</i></li> <li>✓ <i>Valued</i></li> <li>✓ <i>Included</i></li> <li>✓ <i>Respected</i></li> <li>✓ <i>Confident</i></li> <li>✓ <i>Praised</i></li> <li>✓ <i>Achieving</i></li> <li>✓ <i>Equal</i></li> <li>✓ <i>Heard</i></li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
 <h2 style="text-align: center;">HEAR</h2> <ul style="list-style-type: none"> <li>• Learners sharing and celebrating their progress and achievements</li> <li>• Learners talking about the lifelong skills they are developing as responsible citizens</li> <li>• Learners receiving high quality feedback that praises, encourages, challenges and supports</li> <li>• Learners using critical thinking skills to explain, justify and reason</li> </ul>	<p><b>What should you hear in the early years centre?</b></p> <ul style="list-style-type: none"> <li>✓ <i>High-quality interactions</i></li> <li>✓ <i>Open-ended questioning</i></li> <li>✓ <i>Scaffolding of learning</i></li> <li>✓ <i>Timely interventions</i></li> <li>✓ <i>High-quality feedback</i></li> <li>✓ <i>Pride</i></li> <li>✓ <i>Buzz in the room</i></li> <li>✓ <i>Nurturing tone (no raised voices)</i></li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>

Our Strengths	Our areas for improvement
          	
Observer signature:	EYC staff signature:

## Appendix 8 – Sharing Good Practice Visits





*Alloway Early Years Centre*  
*Sharing Good Practice Visits*



<i>Staff member:</i>		
<i>Date:</i>		
<i>Visit to:</i>		
<i>Purpose of visit:</i>		
<i>Key observations / discussions:</i>		
<i>Something we are doing well in Alloway EYC:</i>		
<i>Two examples of practice I would like to take back to Alloway EYC:</i>	<i>1.</i>	<i>2.</i>

## Appendix 9 – Care Plan Tracking Paperwork

### Alloway Early Years Centre – Care Plan Targets

CHILD'S NAME							
HWB	To persevere with play experiences and explore new experiences independently	To identify and discuss my feelings	To build confidence at persevering with tasks independently	To identify and discuss my feelings To consistently persevere with tasks	To explore and taste new foods	To develop relationships with my peers through cooperative play	To reinforce independence with personal routines such as toileting
LITERACY	To explore books and texts and share my thoughts and opinions about them To identify and recognise words that rhyme	Identify and name words that rhyme	To develop letter recognition	To join in with simple stories on a 1-1 basis	To explore mark making/writing across all areas of the EYC	To explore books and texts and begin to write my own simple stories	To use simple words and gestures to communicate my needs and wants To begin to use photo cards to support me to communicate my needs and wants
NUMERACY	To explore positional language throughout play experiences	To consistently use positional language throughout play experiences	To write numerals 0-10 and identify numbers before and after	Match and sort a number to a quantity	To explore simple pattern and continue a <u>two step</u> pattern	To explore mathematical language through play and use this through measurement	To match a number to a quantity from 0-10
Comments							

## Appendix 10 – Register Monitoring Paperwork

Alloway Early Years Centre

Register Monitoring

2023-2024

Completed by: \_\_\_\_\_

Completed on: \_\_\_\_\_



	ALL	Rabbits	Deer	Owls	Foxes	Bears	Hedgehogs	Squirrels	Badgers
1. Initial register completed and correct.									
2. Children are signed in correctly on parent sign-in sheets.									
3. Children's numbers per group completed and correct on Registration Board.									
4. Children who are absent or not expected to attend are clearly marked on the Registration Board.									
5. Registration Group Folders have been returned to the baskets at the Registration Board.									
6. Notes on the whiteboard at the Registration Board indicating any children who arrived late or left early.									
7. Children are signed out correctly on parent sign-in sheets.									
Notes:									