



## **Engaging Families in Children's Education**

### **Session 2**

#### **Action Plan Pack for Early Years Practitioners/Teachers**



# ONE-YEAR ACTION PLAN for Early Years Practitioners/Teacher

**GOAL: (Learning / Wellbeing / Partnership)**

**What results do you want to see?**

<b>Action: what needs to be done? (is this continuing or new?)</b>	<b>When will it take place?</b>	<b>Type(s) of involvement (1 – 6)</b>	<b>Evaluation: how we will show we have made a difference</b>	<b>How will we know when we are successful?</b>	<b>Lead person / helpers</b>	<b>What have we learned? What would we do differently?</b>


September 2019

Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB

Tel: 0131 474 6199

Email: [info@connect.scot](mailto:info@connect.scot)

Website: [www.connect.scot](http://www.connect.scot)



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# ONE-YEAR ACTION PLAN (for Early Years / Nursery)

## GOAL 1: LEARNING:

What results do you want to see?

To encourage children's engagement with books and print and/or audio books

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person / helpers	What have we learned? What would we do differently?
<p>Family / community volunteers to work with children in book corner and with nursery lending library (CONTINUING)</p> <ul style="list-style-type: none"> <li>Recruit / train volunteers (Sept) to share books with children and to manage the lending library</li> <li>Support volunteers to read picture books one-to-one or in small groups of children (start late Sept/early Oct)</li> <li>Send information to parents about the book-sharing project and lending library (early Oct)</li> <li>All learners borrow books from nursery lending library</li> <li>Evaluate progress each Term</li> </ul>	Throughout the year	3, 6	<ul style="list-style-type: none"> <li>Survey parents about access to books, etc at home and in the community; carry out at the beginning of year and last term</li> <li>Survey on how can nursery help? What would parents like/need?</li> <li>Track numbers using nursery lending library/book bags</li> <li>Interview sample of parents to find out how they used the resources and whether they made a difference</li> </ul>	<ul style="list-style-type: none"> <li>Parents are confident to share books and other resources with their child</li> <li>Children enjoy books more with their parents</li> <li>Increased number of books borrowed from the library</li> </ul>	<p>Nursery teacher Early years practitioners Parent / family volunteers Senior citizens club</p>	

<p>Create a social media platform (s) (agreed by parents) to show how children engage with books in the nursery (NEW)</p> <ul style="list-style-type: none"> <li>• Information sent to parents with permission / opt out from filming (August) give children roles in filming as a learning opportunity</li> <li>• Think about role of child in filming (August)</li> <li>• Film and post on agreed platform (Sept)</li> <li>• Tell parents / learners how to access film (Sept onwards)</li> </ul>	<p>September – to be assessed as required</p>	<p>1, 2</p>	<ul style="list-style-type: none"> <li>• At the beginning and end of year survey parents / learners about how they feel about books</li> <li>• During parental consultation and discussions ask parents about their experiences of sharing picture books or audio books with their children</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel confident to engage with picture books with their children</li> <li>• Children enjoy books more with their parents</li> </ul>	<p>Jane Smith (Manager) Parent / pupils volunteers James Bain, (parent to help with social media platforms) Primary school pupils</p>	
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# ONE-YEAR ACTION PLAN (for Early Years / Nursery)

## GOAL 2 LEARNING:

What results do you want to see?

The outdoor space will be used to develop a greater confidence in and deeper understanding of numeracy

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person / helpers	What have we learned? What would we do differently?
Develop numeracy activities for learning outdoors (NEW) <ul style="list-style-type: none"> <li>• Research ideas on the internet (Aug)</li> <li>• Source resources locally and on the internet</li> <li>• Prepare information for parents on how nursery supports children's numeracy, with ideas for encouraging numeracy outdoors/ in the community OR Ask parents how confident they feel in supporting their child's numeracy (Sept to be repeated in May)</li> <li>• Create permanent outdoor display (Aug – Oct)</li> <li>• Create outdoor trolleys with equipment, games and suggestion cards (Sept – Nov)</li> </ul>	September onwards	3, 4, 5, 6	Questionnaire for staff, families and pupils to be sent out in September and repeated in May; to establish how confident different groups are to take part in numeracy activities  Five Words: gather views from people with different levels of involvement and display as a Word Cloud  Dartboard feedback at family event	The nursery grounds are used for outdoor numeracy all the time and numeracy is embedded in outdoor play.  Pupils, parents and staff have increased knowledge of using the outdoors to develop numeracy.	Kirsty McLean (teacher with expertise in outdoor learning)  Colin McClintock, Active Sports Co-ordinator  Parents  Local gardening club	

<ul style="list-style-type: none"> <li>• Train / upskill staff and parents (Aug onwards)</li> <li>• Organise family fun day using the outdoor learning resources (Spring)</li> </ul>						
Develop home activities with outdoor/out and about numeracy focus with parents and children <ul style="list-style-type: none"> <li>• Draft information sheet (Sept)</li> <li>• Create numeracy bags for use at home (Sept-Oct)</li> </ul>	November onwards	1, 4, 5	Parents take photos of home activities  Interviews with a sample group of parents to identify long-term impact  Repeat confidence survey with parents	Children, parents and staff have increased confidence in and knowledge of how to use the outdoors to develop numeracy.	Seonaid McKay, (teacher)  Parents	

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# ONE-YEAR ACTION PLAN (for Early Years / Nursery)

## **GOAL 3: PARTNERSHIP**

**What results do you want to see?**

**To improve transitions from Nursery to Primary 1**

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person / helpers	What have we learned? What would we do differently?
Stay and Play sessions (CONTINUING) <ul style="list-style-type: none"> <li>• Make sure these sessions start to focus more on learning.</li> <li>• Share with parents how nursery supports children's learning and discuss whether these approaches might help parents with what they already do at home/could work at home</li> </ul>	All year	1, 4	Feedback from parents  Interviews with a sample of parents to establish if and how they are able to help to support learning at home	Parents feel more confident to help support their child's learning and understand why this is important	All Early Years Practitioners  Parent Group	
Ask neighbouring nurseries / primaries about their transition programmes (NEW) <ul style="list-style-type: none"> <li>• Arrange staff and parent visits to local establishments (late October)</li> <li>• Write report about learning, findings and strategies we could use (late November)</li> </ul>	Nov onwards	2, 5	We use information from other early years/primaries settings	We use ideas from other early years settings to enhance our transition programme	Nursery teacher  Parent volunteers	

<p>Invite current P1 parents to take part in a Conversation Café to discuss their own experience of transition (NEW)</p> <ul style="list-style-type: none"> <li>• Invite parents to morning and afternoon cafes (January)</li> <li>• Ask parent group to organise refreshments (January)</li> </ul>	Nov	1, 2, 3	<p>Feedback from Nursery parents</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p>	<p>Parents will be involved in activities around the transition from Nursery to Primary 1 and will be more aware of what their child will experience and how they may support the change</p>	<p>P1 teachers Parent Group Nursery Manager Kelly Phillips, EY practitioner</p>	
<p>P6 children work as Nursery Buddies (CONTINUING)</p> <ul style="list-style-type: none"> <li>• Send letters to parents about buddy scheme</li> <li>• P6 pupils visit nursery to play with the children (late February onwards)</li> <li>• P6 pupils are assigned a Nursery Buddy (late February)</li> <li>• Buddies visit the Nursery on a weekly basis (end March onwards)</li> </ul> <p>Activities to be decided</p>	April onwards	2	<p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Feedback from children and parents</p>	<p>Children will form positive relationships with primary school pupils</p>	<p>P1 teachers Nursery Manager Parent Group</p>	
<p>Organise informal coffee morning at Primary School (NEW) and a teddy bears' picnic for parents and children</p> <ul style="list-style-type: none"> <li>• Invite future P1 parents (end March)</li> <li>• Ask current P6 / 7 pupils to take parents on tour of school (end March)</li> <li>• Ask Parent Council at Primary to organise refreshments</li> </ul>	mid May	2, 3	<p>Post-it note wall</p> <p>Smiley Face evaluation</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p>			

More activities to be organised eg shared story as literacy project with all feeder primaries						
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# ONE-YEAR ACTION PLAN Early Years

## GOAL 3: WELLBEING

What results do you want to see?

Increased engagement and participation by learners in outdoors and in class; development of culture of respect and kindness

Action: what needs to be done? (is this continuing or new?)	When will it take place?	Type(s) of involvement (1 – 6)	Evaluation: how we will show we have made a difference	How will we know when we are successful?	Lead person / helpers	What have we learned? What would we do differently?
<p>Organise parent welcome meetings to:</p> <ul style="list-style-type: none"> <li>share health and wellbeing approaches and activities</li> <li>learning in Nursery</li> <li>what is involved in Nursery life</li> <li>Nursery's positive behaviour-based Golden Rules eg kind hands and kind feet (also shared in welcome pack)</li> <li>highlight expectations, equality, respect and inclusion (CONTINUING) (late August / early Sept).</li> </ul> <p>Organise daytime or evening parent meetings in nursery or in the local community hall/library (CONTINUING) (early September). Meetings to include:</p>	August onwards	1, 2, 5	<p>Questionnaires for parents and staff in August and repeated in May to establish shared values and shared understanding; to understand parental/staff confidence in helping children manage their own behaviour, in supporting health and wellbeing</p> <p>Interviews with sample group of parents either face-to-face or using Survey Monkey</p>	<p>When children, staff, parents use the Golden Rules to support positive behaviour</p> <p>When parents feel able to ask staff for support and ideas when they are not sure how to encourage positive behaviour</p>	<p>Educational psychologist</p> <p>Elaine Brennan, Family Link Worker</p> <p>Lynn Penny, teacher</p> <p>Mary Conlan, Early Years Practitioner</p> <p>Parent volunteers</p>	

<ul style="list-style-type: none"> <li>• sharing information on partnership with parents</li> <li>• sharing information on support available to families</li> <li>• discussions about 'open door' for parents when they want to speak to staff, <i>on nursery as everyone's nursery.</i></li> </ul>						
<p>Ask parents for views and ideas on Golden Rules and Nursery values/inclusion and on maintaining nurturing, supportive environments (NEW) (early Oct)</p> <ul style="list-style-type: none"> <li>• Organise conversation cafes for discussion with parents (early Oct onwards)</li> <li>• Develop online and paper resource with parents to signpost eg toilet training, sleep, establishing a routine, healthy eating, teeth-brushing; establish parenting lending library; offer PEEP sessions (from Sept)</li> <li>• Ask parents/parent group to organise refreshments for conversation cafes (early Sept)</li> <li>• Develop handy hints postcards or postcards of Golden Rules using information from meetings; ask parents to help develop these (Oct)</li> <li>• Display postcards on noticeboards; post information on Facebook Page (Oct)</li> </ul>	October	1, 2, 3, 4, 5	<p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Post-it note wall / Smiley Face activity in foyer</p> <p>Feedback at parent consultation events</p>	<p>Everyone in the nursery has a shared understanding and awareness of Golden Rules and values</p> <p>When parents feel able to ask staff for support and ideas and know how they can access other services and resources</p>		

<p>Event to provide information to families on child development stages (eg examples from The Child at the Centre) and how children's behaviour evolves: (NEW) (January)</p> <ul style="list-style-type: none"> <li>• Parents/Parent Council to organise Nursery, P1 – P3 and family event on the theme of shared values and expectations, creating a caring and supportive nursery/school/ health &amp; wellbeing (start November)</li> <li>• Parents/Parent Council to invite local services to host a display</li> <li>• Parents/PC to provide refreshments</li> </ul>	<p>January next year</p>	<p>1, 5, 6</p>	<p>Record attendance at event</p> <p>Feedback at event (post-it note wall)</p> <p>Five Words: gather views from people with different levels of involvement and display as a Word Cloud</p> <p>Photos / film of event</p>	<p>Parents are more aware of how to deal with challenging behaviour</p> <p>Parents access local services</p>	<p>Parent Council</p> <p>Heather Stanning, DHT</p> <p>Volunteer nursery parents</p> <p>Early Years Manager</p>	
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