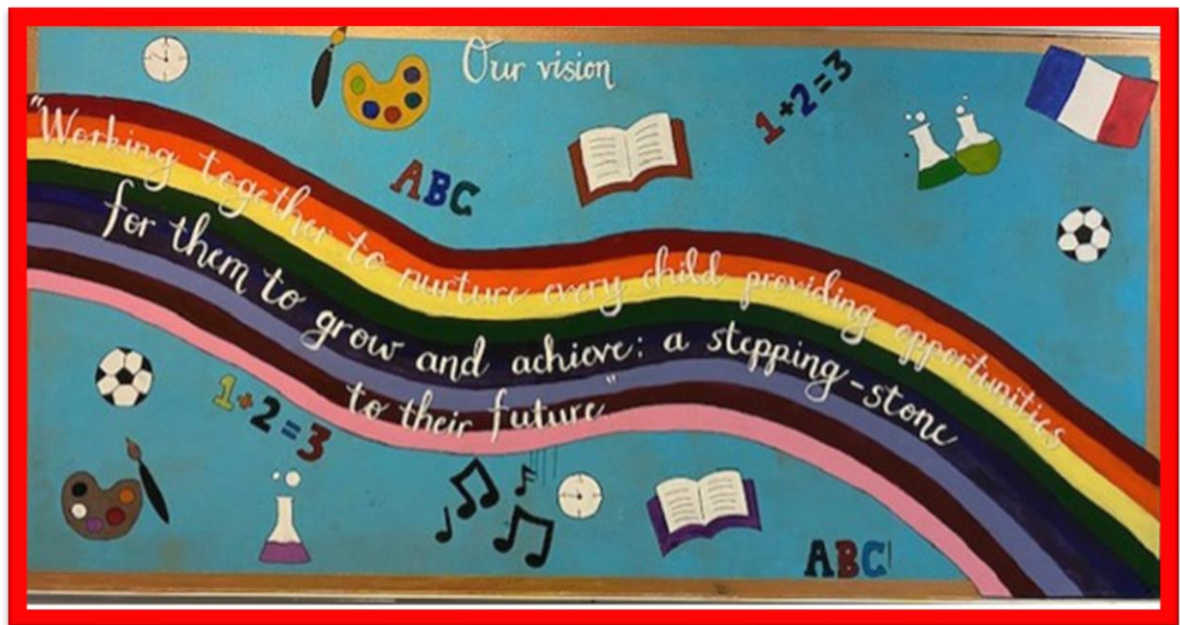




2022/23

STANDARDS AND QUALITY IMPROVEMENT PLAN PARENT/CARER SUMMARY REPORT

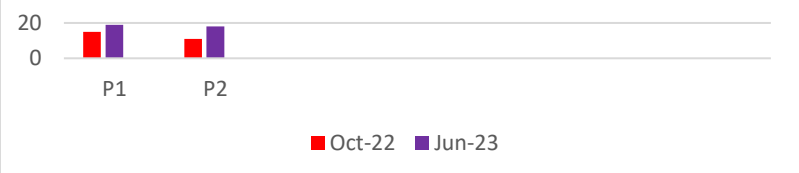


Information for Parents/Carers

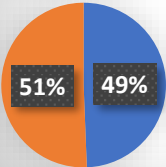
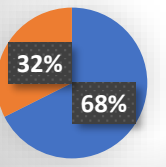
- This booklet provides you with information about Cathkin Primary School's Standards and Quality Report Session 2022-23. This is a summary of the report.
- Our Standards and Quality Report reflects on the aims set in our School Improvement Plan for 2022-2023. It recognises the strengths and achievements in our school and helps us to create next steps for our School Improvement Plan 2023-2024.
- A full copy of the report is available on request.
- Cathkin Primary and Nursery class were inspected in January 2023 by His Majesty's Inspectorate. You will find a copy of the full reports using the link below:

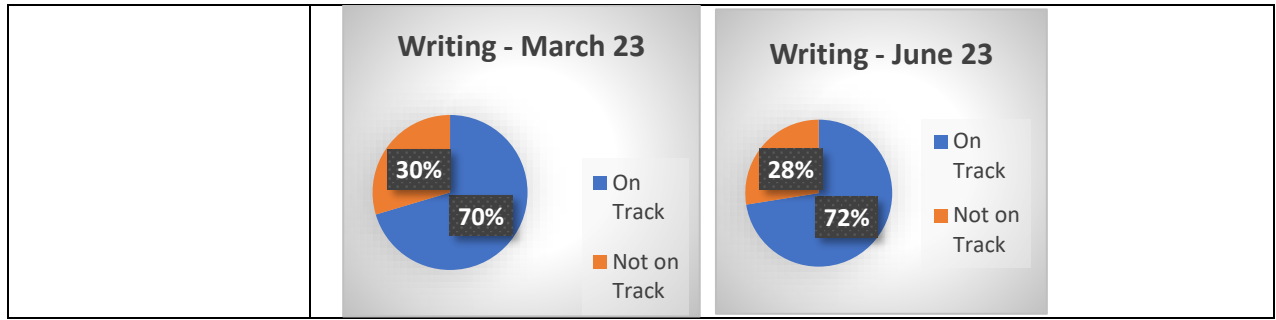
[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and Review](#) | [Education Scotland](#)

School Priority 1	
Achieve our shared vision through building a curriculum which reflects the uniqueness of our school context and learners' needs.	
What did we set out to do?	What did we achieve?
Whole School	
<p><i>Consult with all stakeholders and work effectively towards building a curriculum that meets the needs of our learners.</i></p>	<ul style="list-style-type: none"> ✓ Our learners describe our school as 'caring, friendly and hardworking and are aware of the importance of demonstrating being ready, respectful and responsible learners. ✓ We consulted with all stakeholders to seek their views on how we could build a curriculum which reflects the uniqueness of our school. ✓ The majority of learners and parents/carers commented that our supported classes and nursery make our school unique and enable us to effectively implement inclusion. ✓ Our learners also expressed that the subjects that they enjoy most are Maths, Art, PE, Science and Cooking. They also agreed that their teachers, friendships and fun activities make our school a 'great place to be'. ✓ Parents and carers said that their children enjoy learning outdoors and 'hands-on' experiences. They confidently expressed that staff know their children well. ✓ All staff agree that a main strength of our school is our nurturing approaches and inclusive ethos. ✓ Most of our learners are now actively involved in leadership groups affecting positive change e.g. Pupil Council, Buddy Club, Nurture Committee, Reading Buddies ✓ Most (85%) of our P3-P7 learners agreed that we had asked for their opinion on our curriculum and had acted on what they said. ✓ Most (87%) P3-P7 learners agreed that their learning is challenging and enjoyable and that their learning experiences were varied. ✓ New cooking equipment, art resources, maths games, PE equipment and class trips to the Science Centre were funded from our Pupil Equity Fund. ✓ We worked with our active schools colleagues to increase opportunities for P4-P7 classes to participate in additional sport activities e.g. P5 and P6 Basketball with Caledonia Gladiators and attend sporting events e.g. Queens Park Football and to increase the opportunities for learners to participate in clubs. ✓ Almost all staff (94%) agree that our curriculum is appropriate for the learners and that we have effectively increased opportunities for children to learn outdoors. ✓ Our staff have observed that learners are more engaged in learning as more content has been added to the curriculum, giving children more choice and opportunities to develop skills for learning, life and work. ✓ Learners are more creative and show their ability to problem solve with others.
<p><i>Increase the use of outdoors as a context for learning, fully utilising our Outdoor learning progressive planner.</i></p>	<ul style="list-style-type: none"> ✓ 84% of staff are taking learning outside weekly. ✓ Staff supported to take different areas of the curriculum outside using new bespoke progressive outdoor learning planner. ✓ Whole school participated in an Outdoor Classroom Day in November and May. ✓ Staff survey indicated an increase in staff confidence with outdoor learning. ✓ Learners surveyed said that they were keen to learn outside, they felt it was beneficial as it makes them feel better and increases their confidence. ✓ Staff see many benefits to outdoor learning experiences; children are learning effectively, are motivated and engaged and being outside is having a positive impact on health and wellbeing. ✓ Children are also observed to be coming indoors ready to learn.
<p><i>Parental Engagement in supporting school improvement will increase. Target: Average attendance at planned events would be greater than or equal to 10% of our school community (25 parents/carers).</i></p>	<ul style="list-style-type: none"> ✓ We launched the 21st Century Families Play Awards for our mainstream Primary 2 and Primary 3 learners. Our launch was exceptionally well attended (80%=Primary 3 and 90% =Primary 2) ✓ The Play Awards have had a positive impact on our learners by encouraging outdoor play, family time and independence skills. ✓ Through our monthly Cathkin Chat, we have worked closely with parents/carers on several aspects of School Improvement. We worked effectively with parents/carers collecting their opinions and views to help shape our Curriculum Rationale. ✓ Attendance at our Cathkin Chat has ensured representatives from across the school community however, generally attendance was lower than anticipated. This will be a continued event on our maintenance agenda as we plan to collate parental views regarding the timing and frequency of this event. ✓ Our RSHP workshops were well attended. Families collaborated with school staff to create a bespoke RSHP programme for our learners across all 3 Curriculum for

	<p>Excellence levels. This was a successful collaborative activity with a bespoke programme created and implemented in May 2023.</p> <ul style="list-style-type: none"> ✓ We organised a variety of Family Learning Events across the school session including Stay and Play, Welcome Wednesdays, Enterprise Afternoon and E-Cafés. ✓ Attendance at family learning events has been between (80-100%.) Positive impacts across our school including building parent/teacher relationships and parents/carers feeling more confident being able to ask questions about their child's learning and how to support learning at home. ✓ We organised parental workshops for our Primary 2 and 6 parents explaining aspects of our Talk for Writing programme. Oral and written feedback from this event confirmed that almost all parents/carers surveyed now have a better understanding of our TfW programme. ✓ All (100%) our Primary 2 parents/carers and most (89%) of our Primary 6 parents/carers that attended stated that they now feel confident in supporting their child with TfW homework tasks, including story maps. ✓ All learners in P2 and the majority (80%) of learners in P6 felt as though their story maps had improved with support from their parent/carer. 									
<p>Early level learners (P1 and P2) will experience a higher quality of learning through the development of a play-based approach to learning.</p>	<ul style="list-style-type: none"> ✓ Play-based learning was introduced in Block A and has developed over the rest of the session. ✓ Teaching staff in P1 and P2 have begun SLC Play Pedagogy training and have used their learning to organise and implement play-based learning. ✓ The P1 & P2 classrooms have been re-arranged into play-based learning zones both with free flow into the open area. Direct teaching and target tasks are used to ensure the children are progressing through the Early Level curriculum. ✓ Parents/carers have been involved in Stay and Play sessions and most parents/carers have attended. They stated that they enjoyed this and would like it to continue next session. ✓ Evidence gathered from learning visits, staff and learners' views and on-going assessment noted an improvement with motivation and engagement in P1 and P2 learners across our mainstream classes from October 22 to June 23. ✓ Overall, the numbers of learners whose motivation and engagement increased from any level was 22/38 = 58%. ✓ 20 parents/carers completed a survey on play-based learning. All parents/carers agreed that they had a clear understanding of our rationale for play-based learning. Most parents/carers described their child's learning experience as a high-quality learning experience observing their child being motivated to complete activities and engaged within the various learning contexts. Most parents/carers felt that a play-based learning approach had supported their child to increase their attainment in reading, writing, listening and talking and numeracy. ✓ Attainment data for P1 learners and progress (on track) data for P2 learners confirm an improvement in attainment/progress for 8 learners (58%) <div data-bbox="560 1357 1362 1650" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Learner Involvement - High to Extremely High</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year Group</th> <th>Oct-22</th> <th>Jun-23</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>10</td> <td>18</td> </tr> <tr> <td>P2</td> <td>10</td> <td>18</td> </tr> </tbody> </table> </div>	Year Group	Oct-22	Jun-23	P1	10	18	P2	10	18
Year Group	Oct-22	Jun-23								
P1	10	18								
P2	10	18								



Nursery									
<p><i>Embrace Froebelian principles and practice to motivate and encourage independent learning and communication.</i></p>	<ul style="list-style-type: none"> ✓ We identified the principle of 'Freedom with Guidance' as our starting point to embed within our practice. ✓ Staff created new planning formats and developed an 'In the Moment' planning format. All staff now state that they are confident in using the new planning format, floor books and evaluation of learning process. ✓ In September 2022, few staff (10%) stated they had some understanding of Froebel's principles and after in-house and on-line training most staff (90%) reported that they were confident in their understanding of allowing children to choose and lead their learning and they could relate their practice to this Froebelian principle. ✓ Through observations, almost all children are more engaged in their learning. ✓ Staff are linking learning across the playroom due to our shared planning approach. ✓ This has increased motivation and enjoyment for both the children and staff. 								
School Priority 2									
Continue improvements related to raising attainment in literacy with a particular focus on writing (EY and Mainstream) and Communication (ASN Department).									
<p>What did we set out to do?</p>	<p>What did we achieve?</p>								
Whole School									
<p><i>Increased engagement in writing and demonstrate progress when writing across various genres.</i></p>	<ul style="list-style-type: none"> ✓ The TfW development group completed leadership training which supported the group to develop the annual TfW planner, purchasing resources identified for next session. ✓ All class teachers state that they feel more confident in teaching TfW and in assessing learners' writing. ✓ Parent workshops (P2 & P6) were well attended. P2 - all and P6 – most parents/carers. ✓ Most P3-P7 learners (81%) state that they enjoy writing. The majority (52%) prefer the Innovation stage, few (9%) Imitation, the minority (35%) Story Mapping and 4% stated none. ✓ All P1 and P2 learners prefer Story Mapping. ✓ Almost all (94%) of P3-P7 learners agree that their writing has improved this year and almost all (98%) of the learners surveyed could talk about a piece of writing that they are proud of. ✓ When asked what would improve their writing further the top 3 responses were – punctuation (28%), more opportunities to write (33%) and 24% of learners stated they need to add more detail to their writing. ✓ When surveyed 81% (77 learners) said that they felt that the 'Talk for Writing' programme had helped them to improve their writing skills. ✓ The majority of staff (80%) agreed that learners' writing skills had improved as did the majority (81%) of parents/carers. ✓ As a result of our focus on writing across our mainstream school we have noted a significant improvement (23%) with regards to the number of learners on track to achieve their next CFE level from June 2022 to June 2023. 								
<div style="background-color: #ccc; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center; margin: 0;">Writing - June 22</p>  <table style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 15px; height: 15px; background-color: #0056b3; border: 1px solid #000;"></td><td style="font-size: 8px;">On Track</td></tr> <tr><td style="width: 15px; height: 15px; background-color: #e67e22; border: 1px solid #000;"></td><td style="font-size: 8px;">Not on Track</td></tr> </table> </div>		On Track		Not on Track	<div style="background-color: #ccc; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center; margin: 0;">Writing - Nov 22</p>  <table style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 15px; height: 15px; background-color: #0056b3; border: 1px solid #000;"></td><td style="font-size: 8px;">On Track</td></tr> <tr><td style="width: 15px; height: 15px; background-color: #e67e22; border: 1px solid #000;"></td><td style="font-size: 8px;">Not on Track</td></tr> </table> </div>		On Track		Not on Track
	On Track								
	Not on Track								
	On Track								
	Not on Track								



ASN Provision	
<p><i>Embed total communication into our practice to ensure that all learners can communicate effectively.</i></p>	<ul style="list-style-type: none"> ✓ Standardised visuals were created for provision and implemented from August 2023 including classroom door visuals across the whole school identifying who works in the room. ✓ Use of a visual timetable is fully embedded into daily practice. Photographs of any visiting staff are also utilised to ensure learners know and are prepared for who will work in their classroom. This has made noticeable improvements with anxious learners, supporting them to be prepared for their day. ✓ Staff confidence in the use of AAC is increasing. All staff attended an AAC workshop organised by our acting Depute Head Teacher (ASN) and Specialist Speech and Language Therapists during our August In-service Day. The majority (68.4%) of staff felt the presentation was highly beneficial to their practice. ✓ 54% of staff across the ASN provision have completed all 12 of the AAC Call Scotland Modules with 47.6% of this group stating that this has greatly improved their understanding and 42.9% of staff said that it had somewhat improved their understanding. 66.7% of staff commented that the AAC modules had a significant impact on learners with 33.3% stating that it had a very good impact on learners. ✓ 11 members of staff participated in Level 1 Makaton training with 100% of staff attending all sessions, being awarded their Level 1 accreditation. 47.6% of staff effectively use Makaton to communicate with learners and 47.6% agree that they are beginning to use Makaton to communicate effectively with learners. ✓ Makaton Signs of the Week reintroduced to assembly. ✓ Low tech devices successfully used across most of the ASN classes.



School Priority 3	
To promote an understanding of attachment theory and support the implementation of attachment informed practice across our whole school community.	
What did we set out to do?	What did we achieve?
<p><i>Improved communication which increases the awareness of attachment informed practice with all stakeholders.</i></p>	<ul style="list-style-type: none"> ✓ A Nurture Committee was formed and the '6 Principles of Nurture' were written in 'child friendly' language. ✓ 'Cathkin's 6 Principles of Nurture' were introduced during an assembly in January and launched during Cathkin's Nurture Week in February with a focus on a Principle a day. ✓ The Committee launched a poster competition to create a background for 'Cathkin's 6 Principles of Nurture' which was displayed around the school and shared on the website as a visual reminder for all. ✓ Two upper school classes participated in an attachment workshop run by two members of SLC's Psychological Service Team. ✓ Parent consultation was carried out and majority (55%) said they understood what 'Attachment' meant with regards to childhood development, few parents surveyed identified they had knowledge of 'The 6 Principles of Nurture' or were aware of SLC'S Attachment Strategy. As a result, plans to develop further parents' understanding were facilitated through parent workshops. ✓ During January to March 23, the principal teacher and our educational psychologist held an 'Introduction to Attachment and Nurture Workshop' for parents and carers. Almost all parents (93%) agreed that they would like to learn more about nurture and attachment, with an interest in supporting children with distressed behaviours. ✓ A 'Promoting Positive Relationships and Understanding Distressed Behaviours' which focused on the nurture principle 'All behaviour is communication', distressed behaviours and strategies to support was then held with parents/carers reporting that they had a better understanding of how to support children. ✓ The 'Families Connect' programme was launched in April 2023 focusing on building relationships between parents and school and building parent-child relationships. This programme was attended by parents/carers from Early Years to P3 providing opportunities for parents to work with their child on a range of activities focusing on social and emotional development, literacy and language development and numeracy.
<p><i>All staff extend their knowledge of attachment informed practise and attend a refresh CLPL session on Attachment Strategy.</i></p>	<ul style="list-style-type: none"> ✓ All staff at Cathkin Primary attended a refresh session on SLC's Attachment Strategy. ✓ All staff completed the 'Practitioner Reflection Tool' to identify their individual strengths and areas for development, which was collated to help identify areas to focus on for our Attachment Action Plan. ✓ Staff strengths included - 'I understand that all behaviour is communication', 'I show compassion and understanding when working with others who are in distress' and 'I understand the importance of providing a safe base'. ✓ All staff members undertook a 3-hour CLPL training session completing the online Learning course 'Attachment Strategy – The Pledges' to further extend their knowledge of attachment informed practice. ✓ All staff also completed the 'Individual Readiness Checklist' which was collated to support the identification of strengths and areas for development for the Attachment Action Plan. ✓ Senior leaders within the school completed the 'Whole School Readiness Checklist', using the information to create an Attachment Action Plan. ✓ Our school Attachment Team was established (Attachment Lead and 3 members of staff.) All members attended 3 Attachment Strategy Networking Group training sessions. They shared information from these network events and modelled good practice to others when supporting children with distressed behaviour. ✓ In May 2023 we sought the views of P3-7 pupils (88 responses), parents/carers (116 responses) and staff (34 responses) with how effectively we had embedded attachment informed practice across our whole school community. Results obtained were as follows: <ul style="list-style-type: none"> ✓ The majority of learners (89%), almost all parents/carers (94%) and almost all staff (94%) agreed that we are a nurturing school where learners feel safe, valued and respected. ✓ Almost all pupils (90%), almost all parents/carers (92%) and all staff agreed that we effectively support learners' wellbeing. ✓ Most learners (89%), most parents/carers (89%) and almost all staff (97%) feel that we listen to learners and respond with compassion and empathy. ✓ Most learners (84%), almost all parents/carers (92%) and almost all staff (94%) agreed that we know learners well.



National priority: How we are ensuring Excellence and Equity?	
What did we set out to do?	What did we achieve?
Whole School	
<p>Attendance/Punctuality: Improve this for 50% of our identified learners and improve the punctuality of 50% of identified learners.</p>	<ul style="list-style-type: none"> ✓ Attendance levels improved for 16 out of 38 learners (42.1% of our targeted learners) ✓ We managed to improve punctuality for 8 out of 15 53.3% of targeted learners.
<p>Raising Attainment in Literacy and Numeracy <i>Target: Percentage of P1 learners achieving CFE Early Level across Literacy would be > or = to 70%</i> <i>Target: Percentage of P1 learners achieving CFE Early Level in Numeracy would be > or = to 70%</i></p> <p><i>Target: Percentage of P4 learners achieving CFE First Level across Literacy would be > or = to 70%</i> <i>Target: Percentage of P4 learners achieving CFE First Level in Numeracy would be > or = to 70%</i></p> <p><i>Target: Percentage of P7 learners achieving CFE Second Level across Literacy would be > or = to 70%</i> <i>Target: Percentage of P7 learners achieving CFE Second Level in Numeracy would be > or = to 70%</i></p>	<ul style="list-style-type: none"> ✓ P1 Attainment in Literacy - 68% ✓ P1 Attainment in Numeracy - 89.5% ✓ P4 Attainment in Literacy - 71% ✓ P4 Attainment in Numeracy - 71% ✓ P7 Attainment in Literacy - 80% ✓ P7 Attainment in Numeracy - 85% ✓ We also continued to plan focussed interventions for our Equity learners e.g. Catch Up Literacy to support learners within our mainstream school in P4 (7 learners) and P5 (3 learners) with support from our PEF funded teacher who also supported practitioners with learners in P4 (8 learners) and P7 (5 learners) during Talk for Writing lessons. Our PEF funded teacher also worked with a group of P4 mainstream learners (7 learners) three sessions per week to support our efforts to raise attainment in numeracy. ✓ Catch Up Literacy – Six out of seven P4 learners’ reading age was assessed pre and post interventions. All learners reading ages improved by an average of 1year 8 months (<i>min 11mths: max 30mths</i>). ✓ P5 learners (3 pupils) were also assessed. All learners reading age improved by an average of 18 months (<i>min 10mths: max 26mths</i>). ✓ P4 Numeracy Support – Six out of eight learners’ numeracy age was assessed pre and post interventions. The majority of learners improved their numeracy age by an average of 22 months (<i>min - 10mths: max 32mths</i>)
<p>Improving Wellbeing - Nurture</p>	<ul style="list-style-type: none"> ✓ Used Pupil Equity Funding to employ a Barnardo’s Family Support Worker to work with identified learners’ and their families who required additional support. ✓ Our Barnardo’s Family support worker also assisted with facilitating a P1-P3 and a P4-P7 nurture group in partnership with a trained member of support staff and our principal teacher with responsibility for HWB across the school. ✓ Our targets were as follows: ✓ <i>Targeted learners’ wellbeing scale will show increased scores for at least 10 learners (pre and post intervention).</i> ✓ <i>Observations of targeted learners demonstrate an increase in their use of emotional vocabulary pre and post intervention for at least 10 learners.</i> ✓ All targeted learners participated in weekly nurture intervention. Learners in P1 and P2 received 2 nurture sessions per week and learners in P4-P6 received 3 nurture sessions per week. ‘Rainbow Room’ diaries were used to provide a link between home and school and provided parents/carers with reports on their child’s progress after each session. ✓ Targeted learners (<i>12 learners – SIMD 1-2 and /or FME</i>) were assessed. Less than half of the targeted learners (<i>4 learners</i>) improved on most of the 20 subcluster categories. The majority (<i>6</i>

	<p><i>learners</i>) improved on the majority of 20 sub-cluster categories and less than half of the targeted learners (<i>2 learners</i>) improved on less than half of the 20 subcluster categories.</p> <ul style="list-style-type: none"> ✓ Learners' wellbeing and engagement was assessed pre and post intervention. The majority of targeted learners (58%) wellbeing and engagement scores improved or were maintained. Learners also completed the 'Cathkin Motivation and Wellbeing Profile' pre and post intervention. The majority of learners (58% - <i>7 learners</i>) self-assessed themselves as 'on track' in all 4 areas of their wellbeing assessment. ✓ Most staff (83%) who completed 'Staff Rainbow Room Evaluations' for their child agreed that nurture had a positive impact on their learners. Most parents (75%) who completed 'Parent Rainbow Room Evaluations' agreed that the nurture intervention had a positive impact on their child. ✓ Observations of the targeted learners showed a marked increase in learners' use of emotional vocabulary. Staff observations of almost all learners noted the improvement in their ability to recognise their emotions and discuss these, appropriately. ✓ Majority (83%) of staff reported through 'The Rainbow Room Staff Evaluation' that learners had a better understanding of their emotions and as a result, all staff noted an improvement the emotional vocabulary of learners supported via the nurture intervention.
<p>Improve Parental Engagement</p>	<p>Parental Engagement - Families Connect</p> <ul style="list-style-type: none"> ✓ Our Specialist Support Teacher, along with our PT, worked with targeted families with a focus on three core areas: literacy and language development; numeracy and mathematics, and social and emotional development. These activities could be easily applied at home and complemented children's learning in school. <p>Parental Engagement - Maths Workshop</p> <ul style="list-style-type: none"> ✓ We offered maths workshop to targeted families. This was specifically designed to enable parents to learn how to support their children's learning, using methods and approaches adopted in school to ensure a consistent approach. <p>Parental Engagement - Family Cooking Club (after school)</p> <ul style="list-style-type: none"> ✓ We organised a family cooking club for targeted families. This was attended by all invited families and facilitated by our Barnardo's Family Support worker. This helped to build upon positive family and school relationships, develop confidence to cook from scratch and provided families with the skills and tools they need to repeat this at home, enabling long-term change in family diets.
<p>Participatory Budgeting A Participatory Budget group was formed that included a member of our SLT, parents and representatives across the school and ASN provision. Our whole school community voted to spend the money on improving our outdoor learning spaces. Our aim was to achieve the following outcomes:</p> <ul style="list-style-type: none"> ✓ To widen opportunities for outdoor play experiences. ✓ To encourage collaborative play. ✓ To increase activity level of children's play. 	<ul style="list-style-type: none"> ✓ Almost all staff reported that the play equipment has widened opportunities for outdoor play and learning. ✓ Most learners (89%) expressed that the play equipment has helped them to play more creatively and collaboratively with their peers and feel that the play equipment has provided them with more opportunities to be active. ✓ The PB committee commented positively on having ownership of the project as not only were they involved in discussing improvements, but they were also part of the team who designed the products. ✓ Staff observations have noted an increase in motivation and wellbeing of learners. Through learner conversations, it has been expressed that for some learners this is the only opportunity that they have to play with equipment like this, thus supporting equity for all.



Our Strategic Improvement Priorities over 3-year cycle

Timescale: 2023-2026

Strategic Priority	Year 1: 2023-2024	Year 2: 2024-2025	Year 3: 2025-2026
1.	<i>To further develop our curriculum to reflect the uniqueness of our school community with a focus on supporting skills development.</i>	<i>To work with other sectors and partner agencies to enhance our coherent and inclusive curriculum supporting skills development.</i>	<i>To embed skills-based learning across all curricular levels and to support learners to identify the skills they develop through participation in a wider range of learning experiences.</i>
2.	<i>Continue to raise attainment across the curriculum, with a particular focus on writing (Phase 3 – Talk for Writing) and communication skills.</i>	<i>To focus on raising attainment across the school in listening and talking with a particular focus on supporting learners to apply their listening and talking skills effectively.</i>	<i>To revisit learning and teaching in numeracy and maths ensuring that learners are supported to link and apply their knowledge and skills in a variety of ways.</i>
3.	<i>To continue to embed attachment informed approaches across our school community.</i>	<i>To work towards accreditation to become an SLC Attachment Informed Establishment.</i>	<i>To establish a community approach towards sustainability and global citizenship.</i>
4.	<i>To continue to improve the quality and use of observations of children's learning to enable the progress children are making in their learning to be demonstrated more effectively.</i>	<i>To build the EY curriculum with a focus on Froebel Principles and practices.</i>	<i>To support learners to develop further their awareness of the diverse world in which they live.</i>

