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**Ladywell Nursery School**

**ACTION PLAN TO DELIVER SIP**

**2020 / 2021**

*Vision and Values, aims*

Vision

At *Ladywell Nursery School* our motto is *“Play, Learn and Grow Together”*

We want all children to be inspired, creative, explore and discover the world around them through engagement in rich, meaningful play-based experiences. We believe our children to be competent, capable, responsible and resourceful, supporting them in partnership with their families to reach their full potential.

Values

Our **pupils, parents, staff** value:

* open and positive relationships
* child-led learning through play
* care and compassion
* nurture and holistic development
* equality and equity
* Rights of the Child

Aims

We will:

* provide rich and engaging play experiences in in consultation with children, responding to their interests and needs
* identify appropriate next steps in learning for each child that build on previous experience using high quality observation and assessment information
* support all children to develop socially and emotionally forming positive relationships with other children and adults in the Early Learning and Childcare setting
* provide a welcoming, warm, safe, secure, caring and healthy environment that meets the needs of all children and families
* support parents/carers in their role and involve them in the life of the centre
* work in partnership with outside agencies to meet the needs of children and families
* work together effectively as a team, supporting each other to develop professional knowledge, responsibility and leadership skills
* work in partnership with parents/carers to share the pedagogical approach that underpins our practice
* continue to develop effective methods of communication with parents/carers that best suits their needs
* value and respect everyone without discrimination
* foster positive attitudes towards the environment and our community

*Curriculum Rationale*

<https://tinyurl.com/Ladywell-CR>



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| **Ladywell Nursery SchoolAll - School Improvement Planning for Ensuring Excellence and Equity** | | | | | |
| **School priorities linked to NIF priorities**  *(observable, measurable outcomes which focus on learning, achievement and wellbeing)* | **NIF driver mapping**  *(check as appropriate)* | **HGIOELC QIs H&SCS** | **Proposed Actions**  *(note any external supports e.g. Cluster, authority, RIC etc.)* | **By** | **Measures of Success**  ***(****include performance data, quality indicators and stakeholders’ views)* |
| **Raising attainment for all, particularly in literacy and numeracy:**  All children will experience a numeracy and maths rich learning environment with the focus on developing key numeracy and maths skills (as identified in the ELC Progress Tracker) through play.  All children will experience a literacy rich learning environment with the focus on developing key literacy skills (as identified in the ELC progress tracker) through play. | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | QIs  2.2, 2.3. 2.4, 2.7, 3.2  H&SCS  1.27, 1.30, 1.32 | * Numeracy and Maths audit carried out twice in the year. Action plan developed from this - Numeracy Lead. * CLPL session to develop practitioner confidence using the new Early Level Maths Progression Pathway resource. * EEL and EYO training on Maths Through Stories. * Introduction of Numicon to playroom with adult supported interaction. * Literacy audit carried out twice in the year. Action plan developed from this – Literacy Lead. * Targeted input from Equity and Excellence Lead with focus on literacy and numeracy development (See separate EEL plan). * CLPL and allocation of time for practitioners to further engage with Realising the Ambition in order to develop pedagogy and practice with a clear focus on interactions, experiences and spaces. * Partnership working with parents- sharing children’s learning with focus on 4 contexts with particular reference to literacy and numeracy. | April 21  Jan 21  Dec 20  Oct 20  April 21  Ongoing  Ongoing  June 21 | Monitoring of children’s experiences, staff-child interactions and ELC environment shows children are receiving high quality learning experiences in literacy and numeracy.  Almost all children (over 90%), through discussions and use of visual prompts feedback positively about their learning experiences. Leuven Scale engagement observations reflect this.  Planning documentation evidences a clear focus on literacy and numeracy outcomes linked to ELC progress tracker statements.  Most (75%) observations in learning journals show progress across numeracy and literacy.  EEL evaluations and Renfrew vocabulary sores show that all targeted children are progressing in their literacy skills.  All staff report increased confidence and knowledge of Realising the Ambition. |
| **Improvement in all children and young people’s wellbeing:**  All children show a developing understanding of the wellbeing indicators.  All children will experience quality learning experiences within an environment that values individuals equally and is a welcoming place for all.  All practitioners will have the skills to challenge gender inequality. | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | QIs  1.1, 2.2, 3.1  H&SCs  1.28, 1.29, 3.5 | * Practitioner engagement with document ‘Improving children and young people’s understanding of their wellbeing’. * Working group established to develop strategies that will support children to develop an understanding of the wellbeing indicators in a way that is meaningful to them. * Continue to support staff in implementation of consultative planning emphasising importance of child’s voice and valuing individual thoughts and ideas. * DHT to complete Education Scotland ‘Improving Gender Balance: Participation and Efficacy’ course. * Develop a ‘gender in the early years’ audit tool and use this to evaluate ethos, environment and practitioners’ use of language. * Provide subsequent CLPL for all staff based on identified need * Professional enquiry looking at gender salience within context of building children’s self-esteem and emotional wellbeing. * Develop gender equality guidance document for practitioners. * Develop parent/carer leaflet to share our practice relating to gender equality | Dec 20  Jan 21  Ongoing  20/21-21/22 | Most children (75%) demonstrate a good understanding of at least 3 of the wellbeing indicators as evidenced in LJ observations, floorbooks and discussions.  Playroom observations show that practitioners use the language of the wellbeing indicators with the children and that visual representations are used to support children’s learning of these.  ELC planning documentation and monitoring shows range of consultative methods being used with children including record of the child’s voice.  Monitoring of staff-child interaction shows that all practitioners use gender neutral, non-gender stereotyping language.  The final Gender audit tool evidences a gender neutral environment.  Professional enquiry demonstrates impact of training and subsequent intervention on children’s experiences. |
| **Improvement in employability skills and sustained, positive school leaver destinations for all young people:**  All children will be provided with opportunities to develop their understanding of people’s roles in the local community and beyond.  All children will develop positive learning dispositions through rich learning opportunities indoors and outside. | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | QIs 2.2, 3.3  H&SCS  1.27, 1.30, 1.31, 1.32 | * Increased use of ICT to support floorbook planning linked to developing children’s understanding of people’s roles in the local community and beyond. * Develop ICT with specific focus on literacy and numeracy, using range of digital resources e.g Promethean Board, light boards, iPads, Beebots, Roamers etc. * All practitioners to continue to develop high quality learning experiences that take cognisance of different learning dispositions and which support the development of executive function and self-regulation, communication and language, confidence, creativity and curiosity, movement and co-ordination, and self and social development, in line with RtA. | June 21 | Floorbook planning shows PLODs linked to job roles. Children’s comments and LJ observations show developing understanding of this.  Almost all children can talk about the roles of ‘people who help us’.  All staff demonstrate understanding of the 5 dimensions in RtA.  LJ observations show that all children are developing across the 5 dimensions in RtA. |
| **Closing the attainment gap between the most and least advantaged children:**  *Through targeted intervention 100% of identified children with a language GAP will make progress with in this by June 2021.*  *Families will have the opportunity to gain SQA accreditation at either level 3, 4 or 5 through the PEEP pathway.* | School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | QIs  3.2, 2.5, 2.7.  H&SC  1.6,, 1.19, 1.24, 2,8, 4,2. | * EEL to carry out Renfrew vocabulary assessment and feedback results to practitioners. Appropriate interventions planned from this. * Implement EEL Driver Diagram focusing on developing language skills of identified children. * Ongoing implementation of Word Boost., Rhyme of the Week and Big Bedtime Read. * CLPL for practitioners on pre-requisite oral literacy skills. * Practitioner to complete PEEP Pathway training. * Peep group to be established. | June 21  Dec 20  Oct 20  Dec 20 | All children’s language skills will progress evidenced by:  Renfrew vocabulary scores  ELC tracker data  LJ observations  PEEP participant feedback. |