**TREETOP FAMILY NURTURE CENTRE**

**Inverkeithing**

**

**IMPROVEMENT PLAN**

**2021/2022**

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| **CONTEXT** |
| **Treetop FNC Inverkeithing**  Treetop Family Nurture Centre is a large, purpose built, stand-alone early learning and childcare centre. It is situated on the north east edge of Inverkeithing town and is in the same grounds as both Inverkeithing Primary and Inverkeithing High School. Within the centre there are 4 playrooms – three for our 3-5-year olds and one room for our Early Entrants provision. An extension to the old building was completed in October 2016 and contains the Early Entrants playroom, a family learning lounge, an office and new entrance foyer. Our family learning lounge is currently being used as an additional staffroom space whilst COVID 19 increased mitigations are in place. All nursery rooms have access to secure outdoor play provision – currently divided into separate areas. Children stay for lunch, which is delivered to nursery and children eat with their own room cohort within their own playroom space. Prior to COVID this was usually served at the local primary school.  Treetop FNC is open 52 weeks per year and from August 2020 it has been offering families 1140 hours of Early Learning and Childcare. The operational model for our 3-5-year olds is 0900-1500, on a term time basis. We are also able to provide extended wraparound care from 8.00am to 5.00pm for families who may require this.  As well as providing quality education and care for local catchment children aged three to five, we also provide early learning and childcare for eligible two-year olds. Children and families who would benefit from an early entrant placement can also be referred to the centre by health visitors, pre-school home visitors and/or social workers. They are admitted through an inter-agency referral process. These spaces are now offered on a 0900-1500, term-time basis also.  As a nurture centre, outside of term time we service the whole of the South West Fife area from Aberdour to Kincardine. We provide services and care to families from surrounding towns/villages who may benefit from additional support by offering places in our centre during holiday periods. Rurality can be a major challenge for families accessing services in the South West Fife area and to help overcome this we provide outreach support through our family learning delivery and partnership working, currently virtual.  Many of our Family Learning Programmes have previously been delivered in collaboration with other agencies. Treetop FNC has well-established links with a wide range of agencies, helping provide high quality support to children and families, assisting in the removal of barriers to potential learning and development. Prior to COVID, we had created an under threes South West Fife Staff network to support the quality delivery of the pre-birth to three Framework through practitioner training and mentoring opportunities. There is potential for opportunities to restart this work next year, initially this may be realised by virtual means. It will also be particularly key when supporting our dispersed service at Treetop Rosyth, which is due to open its provision for Early Entrants in August 2021.  As of August 2021, Treetop Inverkeithing has a capacity for 100 children and we expect to meet our total capacity again this coming session 2021-22.  Treetop Family Nurture Centre is situated on the north east side of Inverkeithing in Fife. Inverkeithing is primarily a commuting town but current industrial activity includes quarrying, engineering and ship breaking. The town has a population of approximately 5280 residents and is very mixed in terms of demographics. Part-time work and self-employment are both important for a significant proportion of residents and there is a mix of professionals and non-professionals.  The housing stock is a mix of local authority, private tenancies and privately-owned homes. Over the last few years, the town has been undergoing regeneration with new social housing being built with around 295 houses to be completed, which may begin to have an impact on our demographic.  Within Inverkeithing, prior to COVID 19, the high school offered a range of community activities including swimming, sports, music lessons and dance classes. The main high street affords a variety of shops, a library, a civic centre and a sheltered housing complex.  Bus links, including a park and ride and a train station, on a main line, are also a key feature for the town.   |  |  |  | | --- | --- | --- | | **SIMD Decile** | **% of children**  **2020-21** | **% of children**  **2021-22** | | 1 | 0 % | 0% | | 2 | 32.5 % | 29% | | 3 | 2.5 % | 3% | | 4 | 20 % | 21% | | 5 | 14 % | 12% | | 6 | 1 % | 1.5% | | 7 | 12.5 % | 18% | | 8 | 15 % | 11% | | 9 | 2.5% | 4.5% | | 10 | 0 % | 0% | | **AVERAGE**  **SIM**D | **4.59** | **4.74** |   These facilities are accessed regularly to support children’s learning, using real life contexts. Due to the COVID-19 pandemic the services and activities on offer are subject to change as we respond to and ensure the centre follows both current council and government guidance.  **SIMD Data**  Our SIMD profiling shows that there is a fairly even spread across the SIMD levels with around a 1/3 of our children residing in each band of SIMD 1-3, 4-6 and 7-10.  Looking further at the profiling and trend over time however shows that the number of children residing in SIMD 1-3 has increased from below a ¼ to around a 1/3.  Conversely the number of children residing in SIMD 7-10 has also increased to just under 1/3. These changes mean that % in SIMD 4-6 has fallen by just under ½.  Overall, this presents us with a fairly balanced demographic across the SIMD levels. This change would suggest that we now have more children at either end of the scale than previously. The increase in the number of children in high bands could be explained by the new development and regeneration programme, it may also be the increased numbers of families from surrounding villages who are now accessing childcare at Inverkeithing. However, more concerning is the increasing trend of our learners residing in SIMD 2.  Data for session 2021/22 currently suggests that these figures will remain fairly stable and there will no significant changes to our current demographic.  **Treetop Rosyth (dispersed service)**  Treetop Rosyth is our dispersed service currently operating at Granville Way, Rosyth. This is a new service created as part of the 1140 expansion in August 2020. In May 2021 the renovation at the Rosyth Resources Centre was completed, and both staff and children then moved into the new building creating Treetop FNC Rosyth.  Treetop Rosyth supports two models of ELC provision, 49-week and 46-week models of delivery, offering Early Learning and Childcare between 0800-1800, on an AM/PM or split week basis across the South West Fife area.  As of June 2021, Treetop Rosyth had a pupil roll of 42 for our 3-5 provision and this is currently fairly stable with staffing for next year allowing up to 80 children across the week. When fully operational it will have the capacity for 128 in our 3-5 provision. Our Early Entrants provision will also be operational in August 2021 and can offer spaces for up to 10 children either AM/PM. This takes our current potential capacity to 100 with further potential to expand to it’s full capacity of 148.  Since moving to our new centre at Granville Way, Rosyth, the staff and children are using one of the new playroom spaces and have direct access to a large purpose-built outdoor garden. There is also a separate dining area where the children are served their lunch. During COVID restrictions the garden continues to serve as an entrance point for drop-off and pick up.  The building is a refurbishment and comprises of a large, bright and airy entrance hall with office space, 2 playrooms (3-5) with direct access out to a large shared garden, an Early Entrants playroom with access to a secure garden area. A meeting room, dining room, kitchen, staffroom and management office. Beyond the garden fenced area, we also have access to a large grassy field housed within the fencing perimeter of the site.  Rosyth is dominated by the Royal Dockyard and cruise ship and freight port. It originated as a garden city and port for Dunfermline in 1909. Housing was built for dockyard workers. A naval base operated until 1994. The dockyard was privatised and operated by Babcock International. A recent business park Rosyth Europarc is attracting new business to Rosyth (including intelligent Finance and Royal Bank of Scotland).  The town has a population of approximately 13440 and is extremely mixed in terms of demographics. There is a particularly wide range of people, housing and activities.  The demographic of children attending is varied but the majority of children attending live in the Rosyth area and will transfer across the 4 primary schools in Rosyth, with a few children intending to transfer to schools in other areas.  The SIMD profiling for Rosyth shows a peak in the middle around SIMD 5 with an average score of 5.83.  The projected SIMD data for next session shows a slight decrease in the average score with 20% of children residing in SIMD 4 and below. The average and highest spike again sits around SIMD 5. However, our roll is not static, and we are expecting figures to fluctuate over time.   |  |  |  | | --- | --- | --- | | **SIMD Decile** | **% of children**  **2020-21** | **% of children**  **2021-22** | | 1 | 0 % | 0 % | | 2 | 0 % | 7 % | | 3 | 8 % | 3 % | | 4 | 22 % | 10 % | | 5 | 22 % | 34 % | | 6 | 5 % | 14 % | | 7 | 27 % | 17 % | | 8 | 8 % | 10 % | | 9 | 3 % | 0 % | | 10 | 5 % | 3 % | | **AVERAGE**  **SIM**D | **5.83** | **Projected**  **5.59** | |
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| **VISION, VALUES & AIMS** |
| Families, children and staff were asked in November 2020 to revise and reflect on our vision, values and aims. The staff team worked collegiately to really tease out the values they hold, and this work was linked to Brene Brown’s Dare to Lead professional reading. Our previous poll highlighted the words Fun, Caring and Learning which would exemplify and confirm our aspirations for all. This year’s wordles and key words from staff, children and families highlighted the main themes which are important to all stakeholders moving forward.  https://static.mentimeter.com/screenshot/1-share-your-2-chosen-core-values.jpg?url=https%3A%2F%2Fwww.mentimeter.com%2Fs%2F858a5ff67842ca3b12cf870955effbb0%2Fbeac6ca27638%2Fpreview&maxage=600&w=1920&h=1080&cache_buster=7C:\Users\swestwater-gr1\Pictures\wordle.JPG  **TREETOP FAMILY NURTURE CENTRE**  **OUR VISION, VALUES AND AIMS**  **OUR VISION**  To create a caring, supportive, safe and respectful environment where  everyonecan learn and grow together.  **OUR MISSION STATEMENT**  **“Families are our focus; children are our future.”**    **OUR VALUES**    **C**onnection  **A**spiration  **R**esilience  **E**mpowerment  **OUR AIMS**  In a child centred, loving, inclusive and fun environment we aim to:   * Build positive, respectful and nurturing relationships, working together in partnership with children, families and the wider community. * Inspire, support and challenge everyone to reach their full potential, celebrating achievement for all. * Support and promote self-regulation, wellbeing and resilience, developing skills for lifelong learning. * Empower and motivate others to take ownership of their learning, promoting confidence, creativity and curiosity as we learn and grow together. |
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| **RATIONALE FOR CHANGE** |
| Session 2020-21 has continued to be an exceptionally challenging year for all, due firstly to the COVID 19 pandemic, with ongoing COVID restrictions and the additional challenge in ELC around the implementation of the 1140 expansion with the resulting significant staff managing change processes. For Treetop FNC challenges this year have also included the establishing of a new dispersed service including a move to a new building.  These three highly significant factors have directly affected our improvement journey and the delivery of our service for session 2020-21.  COVID  During session 2020/21 COVID restrictions led to significant challenges:   * Lockdown – change to service delivery supporting Keyworker families and vulnerable learners. Staff had to work on a rota basis and simultaneously support learning from home. * This second lockdown had a significant impact on wellbeing, for all stakeholders. As improving wellbeing leads to more positive outcomes for children this will continue to be a high priority in our future improvement journey. * COVID mitigations and restrictions - impacted upon the operational aspects of service delivery with the creation of room cohorts, staggered starts, finishes and lunches and the dividing up of the garden area. Working within bubbles/room cohorts has limited staff movement and collaborative practices which would normally support peer moderation. It has also meant that SLT could not move around the building or across both settings as they would normally when monitoring practice. * Our environment has had to adapt with reduced resources across the learning environment, split garden areas with differing opportunities and resources, plus the suspension of singing. These mitigations have had an impact on learning experiences, particularly in relation to language and communication development and mathematical skills. * Parent Partnership - restrictions on families entering nursery has been a further challenge as relationships are really key to our work at Treetop. Family Learning opportunities and supports were directly affected. However, we have found alternative and creative ways of building positive and successful relationships with families through virtual means. In fact, parental engagement in learning has increased with home learning on our closed Facebook pages has increased and is a positive aspect we will take forward.   1140   * Implementing 1140 – change in daily routines and processes adapting to new hours. * Establishing and opening up of new dispersed service – whole new team who had to build relationships with each other, with new families in a new area under restrictions and then a move to a new building without disrupting any service delivery. This was a huge challenge and time management issue. * Staffing – 60% new staff across two settings with very varied experience and skill sets were stablishing pedagogical practices, expectations and ethos was a key focus for staff development. This year we will have 40% new staff in our team rising to 50 staff members overall. * With 40% of the team being new across the settings revising our curriculum rationale, embedding our vision, values and aims and building staff capacity will be key to establishing a shared culture, expectations and standards for all stakeholders.   Despite these significant staff changes across both Treetop settings, we have continued working hard to ensure we have provided quality experiences and interactions with our children and families. We take pride in promoting confidence and independence in our children, as we support and establish them on their learning journey to develop skills for learning, life and work.  The factors outlined have had a significant impact upon the improvement journey of the centre. Progress and Impact alongside attainment data are fully reflected in our SQR 2020-21 and together they inform our next steps when considering our Improvement Plan for session 2021-22.  Our main priority areas for improvement are:   1. **Wellbeing**: **Supporting self-regulation**  * Learners will be more aware of their emotional state and the part this plays in their wellbeing * Practitioners, learners and families will have improved understanding of wellbeing and will use supports and strategies effectively. * Engage with UNCRC with focus on support for wellbeing.   **2. Curriculum and Pedagogy: Ensuring High Quality Learning, Teaching and Assessment**:  - Planning and providing high quality provision- spaces, interactions, and experiences  - Pedagogical approaches in literacy & numeracy to ensure the progress of all learners  - Learners experience a wider range of early literacy experiences in reading and writing and develop deeper conceptual understanding of mathematics and problem-solving skills  - Embed newly revised Curriculum Rationale, Vision, Values and Aims.   1. **Learning is visible: Learner participation and family engagement,**  * Children view themselves as active learners who can articulate their learning at both nursery and home * Children display a range of independent learning skills through increased learner participation  1. **Wellbeing: Supporting self-regulation**   As a centre we have been developing our pedagogical stance on how children learn. We firmly place self-regulation for successful learning at the heart of our pedagogical approach.  Self-regulation underpins our philosophy and work at Treetop in providing a safe, comfortable and predictable environment which gives children a real sense of autonomy and control in relation to their experiences and learning. When children have developed their self-regulation skills, barriers to learning are removed, enabling them to engage in high quality play and learning experiences. Research shows that the skills of metacognition, emotional self-regulation and motivational dispositions together are the single most powerful determination of children’s academic success.  Wellbeing and self regulation have been particularly key this year as the impact of the global pandemic and second lockdown has resulted in children and families experiencing isolation, loss and anxiety. Children’s social skills have also been significantly impacted, missing experiences which would support their interactions with other peers and adults. Our ongoing work in creating an emotionally warm and secure environment has concentrated on developing restorative approaches and conversations with children. Supporting our children to talk about and name their emotions at an age appropriate level, enabling them to reflect on, and manage their emotional wellbeing.  Emotionworks materials are used as a supportive toolkit and our children are also beginning to apply the vocabulary of wellbeing indicators in their everyday play and learning conversations. The use of Our Minds Matter materials in both the rooms and online has given us a framework to work in partnership with families as we share and record achievements from nursery and home.  Yoga and Mindfulness have also been used to support wellbeing and several staff have been trained. Due to room cohorts and restrictions this has been offered on a reduced basis this year but will be part of our improvement journey as we move forward when the restrictions are eased.  Family learning focussing on supporting emotional well-being at home has been achieved virtually this year. Parent Wellbeing Questionnaires were issued with weekly phone calls, check-ins, and information sessions or signposts shared through our closed facebook pages. Previously, support included workshops, shared resources and group sessions, one of which was hosted by the Educational Psychology service. The hope would be that these family learning opportunities will resume once restrictions ease.  Wellbeing remains a priority for all and formed the basis for our recovery plan. Moving forward the focus will be to create a positive, supportive and nurturing culture and ethos for all stakeholders, with a shared understanding of the importance of positive relationships. Staff Wellbeing is a priority with new and additional staff at both centres continuing to be a significant factor when planning for improvement. New practitioners will need to be trained and supported in the effective and consistent use of interventions, strategies and resources used to support emotional wellbeing. Robust monitoring of practice and building capacity across the nursery will be key in achieving this.  UNCR and The Promise are national priorities which come into force over this next year and as such we will be engaging with these documents and guidance and using them to self evaluate and inform our practice around Wellbeing.  **2. Curriculum and Pedagogy: Ensuring High Quality Learning, Teaching and Assessment**  This year curriculum development has focused on language and communication including the introduction of our Treetop Top 5 strategies to new staff. Initial training has been completed with supported interactions and the use of video analysis to reflect and moderate practice. However due to restrictions and lockdown our continued peer support programme has been put on hold. Moving forward this will be key to the continuing development and embedding of these communication skills and strategies. Elips data was collected and analysed supporting early identification of individual needs and interventions were then planned, implemented and reviewed. A new Elips intervention toolkit is due to be launched for next session and this will further inform our processes in place.  In February, analysis of baseline data shared from Primary 1 informed initial work on future language and communication improvement ideas. The data confirmed that through our work with SaLT and our Treetop Top 5 strategies children’s vocabulary was consistently on or above target. Looking across time however identified reading readiness and concepts of print were now areas most in need of improvement. Through professional reading and reflecting on good practice examples we evaluated our current practices for storytelling. We introducec improvement methodology processes to practitioners to begin our journey. This year there will be a focus on storytelling, incorporating traditional tales, oral storytelling and scribing into everyday practices.  We have our core skills development pathways which enable staff to identify significant learning and plan next steps, ensuring progression, pace and challenge. Termly learning consultations are used and centre around evidence data from PLJs and trackers. They also incorporate elips assessment data and Leuven’s Wellbeing and Involvement scales. These consultations augment our tracking of learner’s progress and are used to inform interventions through the early identification of needs.  Continuing our curriculum development journey, we will have a revised focus on conceptual numeracy. Over the year restrictions have resulted in reduced resources within the playrooms, this has included a variety of natural resources and loose parts, integral to maths and numeracy experiences across core provision. With a high number of new staff, including a significant number of those with little experience training and tracking will be key to deepen their understanding of teaching and learning around mathematics and numeracy. This will run alongside audits of the environment, planned observations, peer support and moderation as part of our quality assurance plan.  Development work on digital technology had also started with initial training inputs for staff, building their skills and understanding in using technology to support learning and teaching. Again, ongoing development has been interrupted due to COVID lockdown measures. However, s  Staff’s understanding and skills in the use of digital technology has continued to improve as we continue to incorporate virtual means of supporting learning, using technology as a tool for communication and connecting with families. Family engagement is high through our closed facebook groups and supports home learning, linking learning between home and nursery, celebrating achievements for all.  Moving forward our curriculum development will centre around:   * Language and Communication – using our award-winning innovation programme -Treetop Top 5 communication strategies as a basis for staff development we will further embed practice, strategies and be confident in the use of toolkits and data. E.g. elips. * Literacy skills – focus on quality storytelling, listening and talking, scribing, Kodaly * Conceptual numeracy – training, peer support, use of loose parts,   COVID and 1140 expansion has resulted in different and creative ways of working, a mixed staff skill set and also continued expansion additional staff. Building a cohesive and skilled team is crucial, embedding and establishing pedagogical practices. Ensuring high quality experiences, sensitive interactions and have spaces which support curiosity, creativity and confidence.  To achieve this, we will need to ensure:   * Continuous professional learning opportunities are supported and offered to all staff. * Shared vision - embedding our vision, values and aims. * Roles and responsibilities are clarified, with expectations shared. * Clear processes and procedures are understood and moderated by all. * Positive and supportive culture and ethos created where all stakeholders feel valued. * Opportunities for staff to take on leadership roles, at all levels, with the understanding that everyone has a responsibility to get it right for our children.   **3. Learning is visible - Learner Participation**  Learner participation has also been a focus improvement priority and we have worked on learners increased participation in the arena of teaching, learning and assessment. Giving learners an underlying sense of control and autonomy in their learning and ensuring learner’s interests are supported and individual needs are met. This correlates with UNCRC supporting children’s voice.  Over the last couple of years visible learning techniques have been enhanced and implemented. Lines of enquiry to support children’s interests through relevant contexts will be strengthened through tracking of wider achievements in partnership with families.  Responsive planning will be evaluated and refreshed ensuring that learner voice is visible and evident on Learning Walls, within PLJs, in floorbooks and in decision making experiences. Using Learner Participation and UCCRC documentation to support and reflect on practices.  We will continue to be creative in our ways of connecting with families ensuring that parents/carers are still involved in their child’s learning, further establishing a two-way communication system where families feel supported at home e.g. virtual sessions, TEAMS meet, closed facebook pages.  Questionnaires and Forms will be further used to reflect and act upon views and opinions of families.  As we move forward informing parents of our continual journey of improvement will take other forms such as online videos, SWAYS, updates to our website and communicated in e-newsletters.  Previously our Learning at Home strategy was expanded to include both Literacy and HWB activities, running alongside our Maths bags and home library. Moving forward this home learning strategy will need to be refreshed and adapted in relation to any easing of restrictions around COVID. Our family learning programmes will also be flexible and creative in their delivery. This effective partnership work with families is valued and there is a knowledgeable and skilled workforce who understand child development, how young children learn and have the child at the centre of their practice.   * **Providing opportunities for Continuous Professional Learning alongside a robust collegiate monitoring calendar will ensure consistency in high-quality practice across both nursery settings**. * **Integral to improvements will be the need for ongoing continuous self-reflection for self-improvement, involving the use of both local and national guidance and improvement frameworks to support this process.** |



**IMPROVEMENT PLAN**

**&**

**WORK PLANS**

**FOR 2021/22**

**IMPROVEMENT PLAN PRIORITIES & WORK PLANS 2021/22**

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| **IMPROVEMENT OUTCOME 1** | **Wellbeing: Practitioners, learners and families will have improved understanding of wellbeing and use strategies effectively to support self-regulation.** | | | |
| **AIMS** | * Positive, respectful and nurturing relationships will be evident across all stakeholders. * Practitioners will be consistent and confident in using strategies to support the wellbeing of learners and families. * Practitioners will have shared pedagogical approaches to supporting self-regulation for learning. * Practitioners will have good wellbeing and understand the impact this has on learner wellbeing and involvement. * All learners will have opportunities to share and reflect on their own wellbeing and behaviours at an age and stage appropriate level. * Learners will be more able to use appropriate strategies to support their self- regulation. * Families will have improved understanding of how to support wellbeing at home. | | | |
| **LINKS TO**  **HGIOELC** | QI 3.1 Ensuring wellbeing, equality and inclusion  QI 1.4 Leadership of management of practitioners  QI 2.6 Transitions  QI 2.5 Family learning  QI 1.1 Self-evaluation for self-improvement | | | |
| **LINKS TO GIRFEC** | Safe, Healthy, Achieving, Nurtured, Responsible, Respected, Included | | | |
| **LINKS TO NATIONAL IMPROVEMENT FRAMEWORK** | * Parental Engagement * Assessment of Children’s Progress * School Improvement * School Leadership | | | |
| **LINKS TO FIFE COUNCIL CHILDREN’S SERVICES PLAN** | WELLBEING | | | |
| **Strategic Actions Planned**  **What will we do?** | **Expected Impact**  **What will we look for?** | **Responsibilities Who will lead and be involved?** | **Timescale**  **When will we do this?** | **Measurement**  **How and when will we monitor and measure to show evidence of success?** |
| 1. Refresh pedagogical approaches to wellbeing and embed a consistent approach in supporting self-regulation across the setting. Confidence and consistency in use of toolkits. | * Practitioners are reflective in their work with learners and families and respond in a sensitive and consistent way. * Practitioners have improved understanding of the link between emotion and behaviours and have a shared understanding of the importance of emotional regulation as part of being a successful learner. * Practitioners are confident in using strategies and tools to effectively support emotional wellbeing with learners – Emotionworks, Yoga, Mindfulness, Our Minds Matter, GIRFEC. * Practitioners use Leuven’s scale to gather and analyse evidence on learners’ wellbeing and involvement in their learning. * Learners are fully supported in their wellbeing through active action planning of interventions - understood by all and reviewed regularly. * Learners have better recognition of their emotions and increasing emotional literacy to manage their emotions and behaviours. * Learners will be able to reference wellbeing indicators in everyday play experiences. * Learner’s improved self-regulation supports increased engagement in learning. * Families will have increased understanding of the importance of wellbeing and how this can be supported through everyday activities at home. – Solihull, Praise, Mistakes and Feedback | * SEYO Family Worker & DHoC * Solihull for Parents, Family Learning Programme * SEYOs * Emotionworks * Educational Psychologist   - Praise, Mistakes and Feedback   * EYO(Trained)   -Yoga  -Mindfulness   * All * OMM, GIRFEC * Leuvens | Feb 22  Nov 22  June 22  Feb 22  June 22 | * Observations – STEW scales 1 & 2 -termly by SLT * Leuven scale termly - tracking matrix and action plans: review and measure over time. * Feedback forms – practitioner confidence, skills – Term 1 and 4. * Learning Consultations- termly. * Family engagement in learning – Solihull, Yoga, EW * Learner Voice – learning wall, mind maps, floor books * Evidence in PLJs   and displays.   * Engagement from learners, families and practitioners. * Self-evaluation and graffiti walls – Nov, Feb, May |
| 1. Support effective and positive transitions, taking a child-centred and holistic approach – culture, communication, consistency, collaboration,   child centred. | * Practitioners have improved understanding of the importance of positive transitions on future social and cognitive development. * Practitioners are responsive to vertical and horizontal transitions that occur throughout nursery experience. * Practitioners build positive and nurturing relationships with learners. * Practitioners use effective two-way communication processes to support all transitions -creation of SWAYs,virtual tours, introduce staff and share information – make welcome phone calls, ensure regular opportunities for sharing learning and progress. * Learners have regular child-centred opportunities to share and express views, feelings, needs and wants. * Learners have access to consistent and predictable environments which reflect and are relevant to learner’s life and experiences. * Learners settle well into playrooms and engage fully in learning opportunities. * Learners will develop resilience and be more able to cope positively with change. * Families have positive and trusting relationships with nursery and feel valued as first educator. * All stakeholders to support implementation of ‘What Matters to Me’ approach – collaborating together in planning for a more holistic transition experience. | * SLT: HT, PT   Improvement methodology, questionnaires, data collation and analysis   * All   Phone calls, staff WMtoM sheets, SWAYs, analysis of information | INSET  Aug 21  Nov 21  Feb 22  May 22  Aug 21  Jan 22  April 22  June 22 | * Improvement Methodology – aims, processes, data measurement, analysis * Positive and trusting relationships with learners and families observed * Observations – SSTEW scales * Leuven’s scale-measure learner wellbeing and involvement. Analysis, shared action plans, tracker. * What Matters to Me sheets * Settling In Questionnaires * Parent/carer consultations * Children’s voice – questionnaires, mind-maps, PLJs * Facebook - SWAYs * Forms |
| 1. Plan and implement clear and proactive programme to support practitioner wellbeing   -ensure practitioners feel confident, safe and supported to effectively deliver quality ELC. | * The nursery ethos is respectful and positive with shared core values which underpin practice. * Practitioners will have increased wellbeing and feel valued and respected both in their role, and as an individual. * Practitioners have access to clear communication systems and wellbeing opportunities, taking ownership of their own engagement, development and needs. * Practitioners know who and where to access support for wellbeing. * Practitioners will be more confident and effective when supporting learners and families. * Learners will receive high quality experiences and interactions enabling them to make progress and realise their potential. * Learners and families will be supported by positive and dedicated practitioners, building open and trusting relationships. | * Wellbeing Champions   Planned programme for wellbeing activities  Link with Murray McBain  -   * SLT   Communication folder  Weekly Bulletin  Questionnaires/Forms  Collegiate calendar  Staff Chats  Induction Booklet  Action plans in response to feedback  Ed Psych support materials   * ALL   Keep updated  Engagement  Embed values  Build relationships  - | Aug 21-  June 22  Aug 21- June 22  Weekly, monthly, termly  Aug 21- June 22  daily | * Identify Wellbeing Champions and coordinator * Planned programme for wellbeing activities (Wellbeing Wed)- weekly * Staff Wellbeing Questionnaires/ Forms- analysed and shared- termly   action plans from feedback   * Informal staff check in conversations - termly * Induction booklets – monthly * Communication Folder and systems set up/monitored – daily/weekly * Weekly Bulletin * Employee App – link to supports * Ed. Psych support materials |
| 1. Engage with UNCRC and The Promise and reflect on practices through self-evaluation processes. | * Practitioners will have increased understanding and awareness of national documentation. * Practitioners will use documentation to evaluate practices and identify next steps in improvement journey. * Learners will have a voice and a positive sense of self – gender, culture and personality. * Learners will feel loved, safe and respected, enabling them to realise their full potential. * Learners are listened to and provided with opportunities to be meaningfully and appropriately involved in decision making. * Learners rights will be upheld, with focus on health, education and right to play. | * SLT   Development training   * All   Self-evaluation, planning, environment, interactions, prof reading   * SEYO   Monitor planning, displays, environment to ensure engagement | Aug 21-June 22  Termly monitor | * Self-evaluation referencing documentation. * Displays and planning reflect engagement with document. * Observations SLT – ECCERS/SSTEW   Termly |
| **Notes/Evidence of Improvement and Impact Gathered Throughout Year** |  | | | |

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| **IMPROVEMENT OUTCOME 2** | **Curriculum and Pedagogy - Learner development will be supported through high quality learning, teaching and assessment.** | | | |
| **AIMS** | * Embed curriculum rationale, vision, values and aims with all stakeholders creating a positive and supportive ethos and culture. * Build staff capacity for leadership and ensure opportunities are planned and implemented for continuous professional learning * Practitioners have improved understanding of child development and child centred play pedagogy. * Practitioners have deeper understanding of pedagogical approaches in literacy and numeracy to ensure progress of all learners. * Practitioners provide learners with high quality spaces, sensitive interactions and rich experiences. * Learners will have improved skills in communication, literacy and language. * Learners will have improved understanding of numeracy and mathematical concepts in everyday experiences. * Learners are developing the appropriate knowledge and skills for learning, life and work. * Learner journeys are progressive and build on prior learning through a more holistic approach. * Families have increased understanding and involvement in their child’s learning and are supported with varied family learning opportunities. | | | |
| **LINKS TO**  **HGIOELC** | QI 1.3 Leadership of change QI 1.4 Leadership of management and practitioners  QI 2.2 Curriculum QI 2.3 Learning, teaching and assessment  QI 2.4 Personalised support QI 2.5 Family Learning  QI 3.2 Securing children’s progress QI 3.3 Developing creativity and skills for life and learning | | | |
| **LINKS TO GIRFEC** | Achieving, Nurture, Active, Responsible, Respected, Included | | | |
| **LINKS TO NATIONAL IMPROVEMENT FRAMEWORK** | * School Leadership * Performance Information * Teacher Professionalism * Assessment of Children’s Progress * School Improvement | | | |
| **LINKS TO FIFE COUNCIL CHILDREN’S SERVICES** | BROAD GENERAL EDUCATION | | | |
| **Strategic Actions Planned**  **What will we do?** | **Expected Impact**  **What will we look for?** | **Responsibilities Who will lead and be involved?** | **Timescale**  **When will we do this?** | **Measurement**  **How and when will we monitor and measure to show evidence of success?** |
| 1. **Revisit Curriculum Rationale and embed shared vision, values and aims with all stakeholders.** | * Practitioners have a shared vision and aims. Values are evident in practice and embedded across the playrooms. * Practitioners have a shared, clear understanding of expectations, roles and responsibilities. * Practitioners have an understanding of how children learn and develop - child centred pedagogy. * Practitioners knowledge and skills are enhanced with opportunities to lead learning through continuous professional learning, peer support and mentoring roles. * Practitioners plan for and provide high quality spaces and experiences to support learner’s progress across the curriculum, with high aspirations for all. * Learners have increased wellbeing and involvement in learning – promoting motivational dispositions. * Learners are aware of values and can talk about them more confidently in everyday play. * Learners are supported to become successful learners, confident individuals, effective contributors and responsible citizens. * Families are involved in developing and shaping service delivery. Vision, values and aims are shared with families. | * SLT   Launch new VVA  Monitoring activities  Establish expectations and responsibilities   * All   Building positive relationships  Ownership and responsibility of own behaviours and skills | Aug21  Sept 21  Dec 21  Mar 22  Aug 21, June 22  Ongoing | * CPL INSET training materials * Launch and display of VVA and share through Parent Forum, Facebook – Aug 21 * Family Forums - termly * Staff development meetings - fortnightly * Staff Chats – termly * Monitoring – Observations and feedback * Leuvens – termly * Questionnaires/ Forms feedback – termly * PRD – yearly * Learner conversations and observations - termly |
| 1. **Support language acquisition and development in a total communication environment.**  * **TTT5** * **Signalong** * **Symbols** * **Elips** | * Practitioners are knowledgeable about stages of child language development and use observation and contextual assessment to gather data – ELIPS. * Practitioners use ELIPS data to identify learners needs and plan interventions, these are reviewed, and progress tracked. * Practitioners understand and effectively use TTT5 strategies, signalong and boardmaker within everyday practice to support and extend learners’ understanding and communication skills. * Practitioners engage in peer learning and support to monitor and track their progress. * Learners are using an increased vocabulary and sentence structure in everyday communication. * Learners are more confident when communicating with others using signs and symbols. * Families are more familiar with signs, symbols and strategies to support communication through virtual family learning groups and closed facebook pages. | * SLT   TTT5 training  ELIPS tracking  Learner Review/ consultations  Focus observations   * All   Child focus sheets  Peer support  ELIPS moderation  Video analysis  Sign of the week   * Trained EYO   Boardmaker   * SEYO   Signs and symbols group | Sep 21  Termly  Term 2/3  Aug – Jun  Monthly  Termly  Weekly  Ongoing  Nov 21  March 22  May 22 | * INSET Training – CPL records * Observations of interactions -SLT SSTEW 3– Feb/ Mar * Moderation and analysis of ELIPS data-Term 1,3, 4 * Tracking Matrix, action plan * Learning consultations/ reviews - term 2,3,4 * PLJ observations and trackers * Audit of environment -Nov/Feb * Peer moderation booklet, video analysis– Term 2, 3 * Self-evaluation – RtA Nov/Feb * Engagement & feedback of families -termly |
| 1. **Support and enhance language learning through literacy rich environments and planned experiences – storytelling. scribing, Kodaly, Bookbug, songs and rhymes.**   **Support development of skills in reading and concepts of print** | * Practitioners are knowledgeable about the importance of quality storytelling for developing early literacy skills. * Practitioners are increasingly confident and skilled in planning and delivering a daily quality storytelling experience – quality questioning, scribing, role-play, props and puppets. * Practitioners are increasingly confident in the regular delivery of bookbug, kodaly, singing games and rhymes. * Learners display improved literacy skills - identifying rhyming words, increased phonological awareness, extended vocabulary, oral storytelling. * Learners talk about stories they have heard, recall key events, offer opinions and make predictions. * Learners are increasingly able to retell or create their own stories in a variety of ways. * Learners are more confident in participating in a wide range of bookbug, kodaly singing games and rhymes. * Families are aware of the importance of shared reading and literacy experiences in the home. * Families are aware of the importance of songs and rhymes for language development and are support with home learning opportunities – home library, rhyme of the week, Bookbug sessions (online) | * SLT   INSET training  Improvement methodologu  Planned programme  Review  Observations   * Trained EYOs   Bookbug  Kodaly   * All   Storytelling, songs, rhymes | INSET  Aug 21  Nov 21  June 22  Mar 22  Term 1, 3, 4  Weekly  Daily  Daily | * Training materials-INSET * Improvement methodology data * Observations HGIOELC 3.2, 2.3 Term 1,3,4 * Room Audit – ECCERS 1-6 Oct 21 * Observed engagement of learners * Language and literacy trackers * PLJ evidence * Peer Shadowing/ Observations – term 3 & 4 * Family engagement & feedback – Term 2, 3 * Base data |
| 1. **Review and develop learning environment to ensure promotion of curiosity, problem solving and mathematical development. Practitioner training in conceptual understanding of mathematics and numeracy.** | * Practitioners are knowledgeable about stages of numerical and mathematical development and how to extend and support learner’s creativity skills across curriculum areas. * Practitioners are using self-reflection and peer observation to support and develop mathematical rich talk. * Practitioners plan and provide opportunities to develop and promote mathematical development and problem-solving skills – environment, resources, contexts, loose parts. * Learners are accessing an increased range of challenging mathematical experiences and display a high level of engagement in problem-solving tasks, which promote curiosity, enquiry and creativity. * Learners are talking about what they are doing and learning, using an increased range of mathematical language. * Families have improved understanding of how to support mathematical thinking through everyday play opportunities, loose parts and home learning activities through SWAYs, booklets and home learning activities. | * SLT   Training INSET  Observations  Monitoring   * SEYO   Maths Home learning bags  Family Learning   * EYO   Peer observation and support  Audi  Trackers | Nov 21  Mar 22  May 22  Jan 22  Apr 22  Nov 21 | * Training Materials – conceptual numeracy and mathematics * Observations –HGIOELC 2.3, 3.2 Mar/ May * Audit of Environment Pre and post input Oct 21/April 22- ECCERS 7-9b * Peer observations Jan/Apr 22 * PLJs, trackers * Family engagement and Feedback * Leaflets, SWAYs used to share information * Photos to document development of learning environment – indoors and out. * Self-evaluation – RtA Term 1, 4 |
| **Notes/Evidence of Improvement and Impact Gathered Throughout Year** |  | | | |

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| **IMPROVEMENT OUTCOME 3** | **Learning is visible – through increased learner participation and family engagement.** | | | |
| **AIMS** | * Practitioners use the language of learning in quality interactions and conversations with learners, supporting progression in learning. * Practitioners understand their role in supporting and engaging families in their child’s learning with clear two-way communication processes. * Learners view themselves as active learners who can articulate their learning at both nursery and home. * Learners are involved in the planning cycle; their interests are supported, and their voice is valued as they lead their learning. * Learners display a range of independent learning skills through increased learner participation. * Families are increasingly involved in their child’s learning and have a clearer understanding of their child’s progress in learning. * Individual achievements are shared and celebrated, informing future learning and a more holistic view of the child. | | | |
| **LINKS TO**  **HGIOELC** | QI 1.1 Self-evaluation for self-improvement QI 1.2 Leadership of Learning  QI 2.5 Family learning QI 2.7 Partnerships  QI 2.3 Learning, teaching and assessment QI 3.1 Ensuring well-being, equality and inclusion | | | |
| **LINKS TO GIRFEC** | Safe, Achieving, Nurturing, Respected, Responsible, Included | | | |
| **LINKS TO NATIONAL IMPROVEMENT FRAMEWORK** | * School Leadership * Parental Engagement * School Improvement | | | |
| **LINKS TO FIFE COUNCIL CHILDREN’S SERVICES** | RIGHTS ENGAGEMENT AND PARTICIPATION | | | |
| **Strategic Actions Planned**  **What will we do?** | **Expect Impact**  **What will we look for?** | **Responsibilities Who will lead and be involved?** | **Timescale**  **When will we do this?** | **Measurement**  **How and when will we monitor and measure to show evidence of success?** |
| 1. **Audit our current practice in learner participation using the Education Scotland Participation Toolkit and agree focus for improvement in revised action plan** | * Practitioners will have a shared understanding of what we are trying to achieve with our shared learner participation agenda * Practitioners will understand the link between pupil participation and the links to self-evaluation and continuous improvement * Practitioners will consider any barriers to participation and set up structures to allow participation to happen * Learners being involved in the four arenas of participation * Learners showing a particular increase in participation in arena of learning, teaching and assessment. * Planned opportunities for increased involvement with families and the wider community. | * SLT   INSET, action plan, calendar, termly evaluations   * All   Self-evaluation, plan, relationships | INSET Aug 21, Nov 21  May 22  Dev. Meetings  -termly | * Baseline readiness questionnaires/ self-evaluations – action plan * Termly evaluation against action plan * Tracking of pupil wider achievements and opportunities * Tracking of learner progress – matrix * Monitoring PLJ and planning - ongoing |
| 1. **Ensure consistent high-quality responsive planning is embedded across the nursery with new approaches to planning focussing on learner voice.** | * Practitioners value pupil voice in the learning cycle and plan experiences which build upon prior knowledge and skills. * Practitioners will embed skills in listening to children to fully understand what children know and what they want to learn - following their interests. * Practitioners evaluate planning and use observations to inform future learning experiences and next steps in learning. * Learners are made aware of learning, and the processes of learning is made explicit, both visually and verbally. * Learners are supported to follow interests using appropriate lines of enquiry. * Learners will be able to talk about their learning with increasing confidence. * Learners are given choices and their opinions are sought. Their voice informs the learning. * Families are kept up to date with learning and are supported to be involved in creating next steps. | * SLT   training, revise planning format and processes, input on quality questions, mindmaps, learning walls, monitoring   * All   Evaluate planning, implement new format | Nov 21  Ongoing – termly | * Planning documentation – ongoing monitoring and feedback * SLT supported planning meetings * Learning walls & displays – moderated against agreed standards. * Mind maps supporting learner’s interests and thinking * PLJs and trackers evidencing progression in learning |
| 1. **Learning is made visible using the language of learning in high quality interactions and experiences. Supported by learning consultations, PLJs, mind maps, learning walls, displays and floorbooks.** | * Practitioners have positive and established relationships with learners and know their learners as unique individuals. * Practitioners seek learner voice and use quality questions and the language of learning to support effective interactions and conversations with learners. * Practitioners have consistent approaches and agreed standards for documenting learning – lw plj lc etc. reflecting on the quality of displays to assist in making learning visible * Learner voice and interests are valued and supported, evident in displays, floorbooks, planning. * Learners are given opportunities to be involved in decision making processes. * Leaners are able to talk about their learning with increasing confidence using displays, learning walls and PLJs to revisit previous learning and create next steps. * Learners are increasingly aware of UNCRC – and can relate it to their own experiences and opportunities. | * SLT   Learning consultations, observations, monitoring,  Learning wall - training   * All   Peer moderation, planning, learning wall, floorbooks, dispalys | Dec 21  Fortnightly development opportunities  Ongoing -June 22 monitoring programme | * Observations by SLT HGIOELC 2.3, 3.2 – term 2, 4 * Moderation of Learning Walls and displays – peer and SLT- Nov, Mar, May * Learning wall evaluations - ongoing * Learner observations & discussions * Monitoring of significant learning in PLJs and analysis of progression in learning -termly consultations. * Learning displays and the visible documentation of lines of enquiry * Link with self-evaluation UNCRC |
| 1. **Supporting family engagement and involvement in the learning process. – ensuring information and achievements are shared.** | * Practitioners will understand the impact of parent partnerships in learning. * Practitioners will have systems and processes in place to support two-way communication with families to ensure involvement and understanding of their child’s learning – through closed facebook group, phone calls, virtual meetings, socially distanced consultations, emails and groupcall. * Practitioners will reflect and evaluate family engagement and use this to inform practice. * Practitioners use creative ways to support family learning e.g. workshops, virtual means, learning at home programme. * Practitioners consistently documenting learning of wider achievements in playroom displays and PLJs. * Practitioners are able to build on learner’s interests and achievements from home. * Learners will be supported in their learning with clear and relevant links between home and nursery, supported by strategies and home learning activities which match their needs. * Learners and families contributing to wider achievement displays and PLJs. * Families have increasing involvement in learning and have greater awareness of their role as their child’s first educator through reviews, shared strategies, PLJs and progress conversations. | * SLT   Wider achievement matrix, reviews, FORMS   * SEYO   Family Learning programme, home learning bags,   * Trained EYOs   Bookbug, PEEP, Families Connect,   * EYO   Phone calls, PLJs, consultations, displays | Ongoing on  termly basis  Feb 22 – evaluate and review progress  Ongoing | * Analysis of family engagement data, questionnaires/Forms and feedback - termly * Record of consultations with families – termly * Videos, SWAYs, materials used to support learning at home * Contributions evidenced in PLJs and on displays * Tracking learner achievements * Sharing of learning - facebook pages * Learning consultations with families – evidence of involvement creating next steps. * Evidence of family contributions to learning walls/displays |
| **Notes/Evidence of Improvement and Impact Gathered Throughout Year** |  | | | |

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**“Families are our focus; children are our future.”**