

Westfield Family Nurture Centre

**Westfield Family Nurture Centre**

Session 2021 -2022 Improvement Plan

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| **National Improvement Framework Priority:**   * School leadership * Teacher professionalism * Assessment of children’s progress | | | | |
| **Focused Priority 1: Implement a digital learning strategy to develop effective digital skills in children and practitioners** | | | | |
| **HGIOELC Quality Indicators:**   * 3.3 Developing creativity and skills for life and learning * 1.2 Leadership of learning * 1.3 Leadership of change * 1.4 Leadership and management of practitioners * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 3.2 Securing children’s progress | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. **All children are effectively supported to develop digital skills to make very good progress in their learning.** | Review of digital leaning audit and develop plan for next steps. | * Iemke Burgess, PT * Wendy Lennie, SEYO | * Analysis of audit results * Playroom observations of learning & teaching linked to HGIOELC QIs 2.3 & 3.2 * PLJ observations * Learning consultations | * August 2021 * Term 1, 2, 3 & 4 * Term 1, 2, 3 & 4 * Term 1, 2, 3 & 4 |
| 1. **Staff have a deeper understanding of how digital learning supports children to make very good progress in their learning** | Digital learning input for staff on August INSET Day 2. | * Iemke Burgess, PT * Wendy Lennie, SEYO | * Staff questionnaire before and after training from input been put into practice | * August INSET 2 * Feb 2022 |
| Practitioners’ engagement in digital learning workshops to develop own practice (IWB, digicam, etc). | * EYO leads * All EYOs | * Playroom observations of learning & teaching linked to HGIOELC QIs 2.3 & 3.2 * Critical Friend self and peer evaluation | * August INSET 2 * Terms 1, 2, 3 & 4 * Terms 1 & 3 |
| 1. **Children engage more effectively with digital technologies.** | Development of symbolised language to support children to log on to computer and locate games. | * Leah Doherty, EYO | * Playroom observations of learning and teaching linked to HGIOELC QIs 2.3 & 3.2   of children independently accessing computer and games on IWB   * PLJ observations | * 30th Sept 2021 * Terms 1,2 ,3 & 4 |
| 1. **Parents have a deeper understanding of how digital learning supports children’s learning in the nursery and how children’s on-line learning can be safely supported at home.** | Develop themed digital learning SWAY for parents. | * Iemke Burgess, PT * Wendy Lennie, SEYO | * Parent feedback via FORMS * Playroom observations of learning and teaching linked to QIs 2.3 and 3.2 | * Term 2 * Terms 1, 2, 3 & 4 |
| 1. **Practitioners and parents work in partnership to support children’s learning and progress.** | Introduction of iPads to make practitioners’ workload manageable in supporting & sharing children’s learning with parents through Seesaw. | * All EYOs * Lorraine Rotchford, HT | * Playroom observations of learning and teaching linked to QIs 2.3 and 3.2 * Feedback from practitioners * Daily posts on learning on Seesaw | * Terms 1, 2, 3 & 4 * Term 1 & 3 * On-going |
| **Ongoing Evaluation** | | | | |
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| **National Improvement Framework Priority:**   * Parental engagement * Assessment of children’s progress * School improvement * Performance information | | | | |
| **Focused Priority 2: Increase parental engagement to support children’s learning** | | | | |
| **HGIOELC Quality Indicators:**   * 2.5 Family learning * 1.2 Leadership of learning * 1.4 Leadership and management of practitioners * 2.2 Curriculum * 2.4 Personalised support * 2.7 Partnerships * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Securing children’s progress | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. **All practitioners have strong and positive relationships with families.** | Relationships Matter CLPL | * All practitioners | * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2 * Feedback from parents via FORMs questionnaire | * Term 1 * Terms 1, 2, 3 & 4 * Terms 1, 2, 3 & 4 * End of year parent questionnaire (May 2022) |
| Refresher on Solihull Approach (Nov INSET). | * Lorraine Rotchford, HT * Ed Psych Service | * Feedback from parents via FORMs questionnaire * Professional dialogue with practitioners | * Term 1 * Nov INSET 3 * End of year parent questionnaire (May 2022) * On-going |
| 1. **All children’s next steps in learning are co-constructed by practitioners and parents together.** | Termly learning consultations for SLT and practitioners to agree next steps and support termly parent chats. | * Lorraine Rotchford, HT * Iemke Burgess, PT * All practitioners | * Analysis of progress (LBLF) sheets | * Terms 1, 2, 3 & 4 |
| Formalised tracking of parent chat uptake. | * Lorraine Rotchford, HT | * Analysis of parent chat tracking - target 80%. | * Terms 1, 2, 3 & 4 |
| 1. **Practitioners work in partnership with parents to support children’s learning and progress.** | CLPL for practitioners on facilitating Seesaw to support learning and nursery/home link and logistics of use. | * Tricia Russell, DHoC * Wendy Lennie, SEYO | * Feedback via professional dialogue with staff. | * August /September 2021 * On-going |
| Organise communication to parents on benefits of Seesaw and obtain parental permissions. | * Tricia Russell, DHoC | * Number of parental permissions - target 60%. | * Term 1 and review each term |
| Roll out Seesaw across the setting and continue to evaluate. | * Tricia Russell, DHoC * Wendy Lennie, SEYO | * Analysis of number of Seesaw posts * Feedback via professional dialogue with staff * PLJ observations | * Terms 1, 2, 3 & 4 |
| Parent feedback on support nursery provide to support children’s learning at home. | * Lorraine Rotchford, HT * Dawn Fraser, SEYO/FW | * Feedback from parents via FORMS questionnaire | * Term 2 & 4 * End of year parent questionnaire (May 2022) |
| 1. **Parents’ engagement and confidence in supporting children’s learning improves across the setting.** | CLPL for practitioners on effective parental engagement. | * Lorraine Rotchford, HT * Dawn Fraser, SEYO/FW | * Feedback from parents via FORMS questionnaire * Feedback via professional dialogue with staff | * Start/end of year parent questionnaire * On-going |
| Parent feedback on support nursery provide to support children’s learning at home. | * Lorraine Rotchford, HT * Dawn Fraser, SEYO/FW | * Feedback from parents via FORMS questionnaire | * Term 2 & 4 * End of year questionnaire (May 2022) |
| Further develop suite of SWAYs to support parents to support their children’s learning:   * Supporting children’s learning at home * Wellbeing * Literacy * Numeracy * Digital learning * Storytelling * Being active * DYW * Growth mindset/praise, mistakes & feedback * Snow play * Eco * Science | * Dawn Fraser, SEYO/FW * Iemke Burgess, PT * Lorraine Rotchford, HT * Tricia Russell, DHoC | * PLJ observations * Feedback from parents via FORMS questionnaire | * Terms 1, 2, 3 & 4 * Terms 2 & 4 * End of year parent questionnaire (May 2022) |
| **Ongoing Evaluation** | | | | |
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| **National Improvement Framework Priority:**   * School leadership * Teacher professionalism * Assessment of children’s progress * Performance information | | | | |
| **Focused Priority 3:**   * **95% of all N5 learners are working within early progressing in talking and listening by end June 2022** * **90% of N5 learners score within ELIPS green range** | | | | |
| **HGIOELC Quality Indicators:**   * 1.2 Leadership of learning * 1.4 Leadership and management of practitioners * 2.2 Curriculum * 2.3 Learning, teaching and assessment * 3.1 Ensuring wellbeing, equality and inclusion * 3.2 Securing children’s progress | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 1. **Practitioners have a deep understanding of the stages of child language development and how to extend children’s vocabulary and use of language.** | CLPL on stages of language development and High Five communication strategies. | * Iemke Burgess, PT * All practitioners | * Staff audit before and after input * Self and critical friend peer evaluation * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2 * Learning consultations * PLJ observations | * August INSET 2 * Terms 1 & 3 * Terms 1, 2 , 3 & 4 * Terms 1, 2 , 3 & 4 * Terms 1, 2 , 3 & 4 |
| 1. **All children are confidently participating in Kodaly rhymes and games every day and making very good progress in language.** | Refresher CLPL on Kodaly. | * Sue Neville, SEYO * All EYOs | * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2 * Learning consultations * PLJ observations and tracking | * August INSET 2 * Terms 1, 2 , 3 & 4 |
| Kodaly integrated into daily practice. | * Sue Neville, SEYO * All EYOs | * Critical Friend self and peer evaluations * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2 * Learning consultations * PLJ observations and tracking | * Term 2 * Terms 1, 2, 3 & 4 * Terms 1, 2, 3 & 4 * Terms 1, 2, 3 & 4 |
| 1. **Almost all children are participating in story times with the majority of N5 children able to orally recount stories or create their own for adults to scribe.** | Refresher CLPL on range of storytelling approaches. | * Su Davies, SEYO | * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2 * Learning consultations * PLJ observations and tracking | * Terms 1, 2, 3 & 4 * Terms 1, 2, 3 & 4 * Terms 1, 2, 3 & 4 |
| 1. **Children make very good progress in language as a result of clear next steps.** | Use ELIPS screening tool to further support children’s progress. | * Iemke Burgess, PT * Lorraine Rotchford, HT * SEYOs | * eLIPS scores * Learning consultations * PLJ observations/tracking * Planning monitoring & moderation | * Terms 1 & 4 * Terms 1, 2, 3 & 4 * Terms 1, 2, 3 & 4 |
| Practitioners share children’s next steps at planning meetings to ensure experiences support progress. | * Lorraine Rotchford, HT * Tricia Russell, DHoC * Iemke Burgess, PT * SEYOs * Jules Foster, EYO & Michael Fyffe EYO (Planning moderation leads) * All EYOs | * Planning meetings and professional dialogue * Planning monitoring & moderation | * On-going * Terms 1, 2, 3 & 4 |
| 1. **Children’s very good progress in language development is continued at home.** | Weekly bedtime story & activity recorded by nursery for children and parents to access via Seesaw. | * Dawn Fraser, SEYO/FW * All EYOs | * PLJ observations/tracking * Feedback from parents via FORMS questionnaire | * On-going * Term 2 * End of year parent questionnaire (May 2022) |
| Refresh parent SWAY on storytelling and language development. | * Iemke Burgess, PT | * Feedback from parents via FORMS questionnaire | * Term 2 & 4 * End of year parent questionnaire (May 2022) |
| **Ongoing Evaluation** | | | | |
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