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
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| **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
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| **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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