Improvement Priorities:

2021/2022



 Woodlands FNC

 Paxton ELC

 Methilhaven ELC

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| **Focused Priority 1:** | Staff will use a variety of digital platforms, with confidence, to enhance the link between home and nursery learning |
| **National Improvement Framework Priority** | School LeadershipTeacher ProfessionalismAssessment of children’s progress |
| **Links to GIRFEC** | Safe, Healthy, Nurtured, Respected, Responsible, Included |
| **Links to Realising the Ambition** |  |
| **HGIOELC Quality Indicators:** | **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 |

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| **Expected Impact** | **Strategic Actions Planned** | **People Responsible** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| 1. All staff will take ownership of using digital technology to share learning with families | In-house training for staff who need to be upskilled in using specific apps and platforms to share learning with families.Support from colleagues and SEYO’s  | PTSEYO’sAll EYO’s | Each family receiving 3 posts per week relating to their child’s learningEvidence in PLJ’sProfessional dialogue Practitioners will feel supported by colleagues | TermlyTerm 1 |
| 2. Children will effectively engage with staff to share their learning | Planned opportunities for children to actively contribute to their PLJ’s and share learning through SeeSaw app   | All staff | 75% of children are able to talk about their learning using their PLJ and SeeSaw posts as an object of reference | On-going |
| 3. Parents will have a sound understanding of the benefits of using these platforms and how they can support learning at home | Develop focussed Sway to share with families and a ‘how to’ leaflet.A robust family learning programme will enhance engagement between nursery and homeAll EYO’s will share the benefits with parents during PLJ Progress MeetingsInformation shared on termly newsletters | EYLO SEYOAll EYO’sHT / DHoC | Number of families who engage (termly data gathering)Feedback from parentsFeedback via professional dialogue with staff | Term 1 |
| 4. Staff and parents work in partnership to support learning and progression | Progress Meetings planned for October, February and May | EYO’s | All families will be invited to engage in Progress Meetings, which will be recorded in PLJ’s | October, February & May |

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| **Focused Priority 2:**   | All stakeholders will be offered a range of tools to support their own emotional well-being ensuring barriers to learning are reduced.  |
| **National Improvement Framework Priority** | Closing the attainment gap between the most and least disadvantaged children and young people.Improvement in children and young peoples’ health and wellbeing |
| **Links to GIRFEC** | Safe, Healthy, Nurtured, Active, Respected, Responsible, Included |
| **Link to Realising the Ambition** | Sections 2 / Section 3 |
| **HGIOELC Quality Indicators:** | 1.5 Management of resources to promote equity2.4 Personalised support2.5 Family Learning3.1 Ensuring wellbeing, equity and inclusion |

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| **Expected Impact** | **Strategic Actions Planned** | **Person Responsible** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Children will be able to recognise, name and understand their emotions and use effective strategies to support self-regulation | Practitioners will use our emotions resources regularly and consistently across the setting to talk about feelings and emotions with children.As appropriate, families will be supported and encouraged to use emotions resources within the home setting where this could have a positive impact on the child.All children will be encouraged to use the “How are you feeling today?” daily visual board.All staff and children feel confident when using the fix it fileEmotions files available in story area for all children to freely access with or without staff support.Staff will be confident when using the High 5 strategies to engage with children when enabling them to recognise and discuss their own emotions.  | Whole staff involvement Key worker staffPT Family WorkerAll EYO’sSEYOEYLOEYLO All StaffAll StaffAll Staff | Increased emotional literacy is evidentObservations of childrenDiscussions with parentsMinutes from review meetingsStaff observations of childrenStaff discussions with childrenStaff questionnaires re trainingPlayroom observationsCore provision auditRoom observationsElips scoresPlj observationsChildren’s individual targets | OngoingOngoingOngoingTerm 2 onwardsTerm 2 onwardsOngoing |
| All staff will have an understanding of the positive benefits of mindfulness activities for the children and be able to use them effectively.  | The playroom environments will have spaces for relaxation and quiet times.Children will benefit from periods of relaxation within their session which is crucial as the children now attend ELC for longer periods of time.Staff will feel confident when engaging the children in mindfulness sessions.Children will enjoy and have fun taking part in yoga sessions and able to talk about the effect of this on their bodies and how they feel after their sessions.Staff will observe the children taking part in yoga sessions and the positive outcomes from these sessions will be reflected in their PLJ’s.Families will have the opportunity to take part in mindfulness activities with their children through the use of our virtual platforms, then progressing to face to face and group activities. | All room staffAll room staffSEYO Family WorkerAll StaffAll room staffSEYO Family Worker | Room auditsLearning conversationsPlanningPlanningRoom observationsChildren’s voiceStaff questionnaireStaff discussionStaff PRDPLJ observationsPlanning Children’s voicePLJ observationsLearning conversationsEngagement through see sawParental questionnaires | OngoingOngoingTerm 2 onwardsTerm 2 onwardsTerm 2 onwardsTerm 2 onwards |
| Staff will have an understanding of the UNCR Rights of the Child and have a focus on “The Promise” | All staff will have a clear understanding of how we must work with families and partners to ensure all children can enjoy their rights.All staff will understand and have explored “The Promise” and what this means for our children attending our ELC setting.  | SLTSLT | Staff discussionsRoom observationsReflective tasksStaff discussionsRoom observationsReflective tasks | Term 3 onwards (Feb inset day)Term 3 onwards (Feb inset day) |
| Staff can identify their feelings and identify strategies to support themselves. Positive relationships between staff will enable a support network to be available | All staff will receive Solihull refresher training and feel confident when discussing the Solihull approach.Staff will make use of wellbeing conversationsStaff will be accessing and utilising the 5 ways to wellbeing to support their own wellbeing.Staff will be able to use the document, How we work matters to reflect on their own practice. | EYLOSEYOSEYO Family WorkerAll staffSLTAll staffSLT | Room observationsStaff questionnaireStaff discussionsIn-service feedbackStaff feedbackStaff discussionsStaff feedbackWellbeing conversations | Term 2 – Nov inset dayTerm 1 - ongoingTerm 1 - ongoingTerm 2 - Nov inset day |
| Parents can use emotional literacy to express themselves effectively | Parents will access the Family Learning programme which has Five Ways threaded throughout.Parents will have opportunities to share wellbeing activities with their children.  | SEYO Family WorkDHoCSEYO Family WorkDHoC | Parental feedbackLevels of engagementAttendance registers for holiday programme.Levels of interaction on see sawRecords of parent chats | Term 1 – ongoingTerm 1 - ongoing |

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| **Focused Priority 3:**   | All staff will have a sound understanding of conceptual numeracy and can talk about the benefits, and impact, on children's learning. Learners will experience high quality play pedagogy with a focus on Numeracy |
| **National Improvement Framework Priority** | Improvement in attainment, particularly in literacy and numeracyClosing the attainment gap between the most and least disadvantaged children and young people. |
| **Links to GIRFEC** | Healthy, Achieving, Nurtured, Responsible, Respected, Included |
| **Link to Realising the Ambition** | Section 4 – Section 7 |
| **HGIOELC Quality Indicators:** | 1.2 Leadership of Learning1.3 Leadership of change2.2 Curriculum2.3 Learning, teaching and assessment2.4 Personalised support2.5 Family Learning3.2 Securing Children’s progress3.3 Developing creativity and skills for life and learning |

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| **Expected Impact** | **Strategic Actions Planned** | **Person Responsible** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Staff can confidently discuss and implement conceptual numeracy within their areas. | 4 – 6 interactive 1-hour sessions over consecutive weeks - ‘Conceptual Numeracy and Early Maths’Enhancements to provision and resources as a result of input | PTEYLOAll staff | Staff questionnaire before and after inputSelf and peer evaluationPlayroom observationsLearning consultationsReflective tasksPLJ observationsResponsive Planning recordsChildren achieving learning targets | Term 1 & 2On-going |
| All children have access to high quality playful numeracy and mathematical development opportunities. | High quality numeracy and mathematical learning will be found in all areas of the playroomChildren will be supported through a wide range of experiences across the setting which encourages exploration, enquiry and problem solving.Parents will be supported to encourage numeracy at home | All EYO’sAll staffAll staff | Room monitoringCore provision auditPLJ observationsLearning conversationsPLJ Progress Meetings (Oct/Feb/May) | On-goingOn-goingOn-going |
| Staff are confident when using the skills progression planners within the Plj to ensure pace and challenge in Mathematics and Numeracy for all learners | Staff will be able to identify next steps for learnersChildren will be achieving their potential and making very good progress through the Early Level Numeracy and Mathematics curriculumAll staff will feel confident at tracking children’s progress when using the Mathematics and Numeracy tracking systemParents/Carers will be involved in the planning of their child’s next steps in learning. | PTEYLOAll EYOSpteyloall eyoSAll staffParentalQuestionnaireStaff discussions | Learning ConversationsPLJSTracking and monitoringStaff discussionsStaff evaluations of new PLJProgress Meetings recorded in PLJ’s (Oct/Feb/May) | On-goingOn-goingOn-goingOn-going |