**Clentry Nursery School**

**Improvement Plan**

**2021/22**



**Session 2020 -2021 Recovery Action Plan for COVID 19**

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| **Focused Priority 1**  **Improvement Outcome 1** | **A strong focus on the emotional wellbeing and health outcomes for all (children, families and staff) to ensure our learners are well supported and achieving their potential** | | | |
| **National Improvement Framework Priority** | * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in children and young people’s health and wellbeing | | | |
| **Links to GIRFEC** | Safe, Healthy, Nurtured, Respected, Responsible, Included | | | |
| **Link to Realising the Ambition** | Section 2/Section 3 | | | |
| **HGIOELC** | 2.5, 2.6, 2.7, 3.1, 3.2 | | | |
| **Action/Task**  What will we do? | **Expected Impact**  What will we look for? | **Responsibilities**  Who will lead and be involved? | **Timescale**  When will we do this? | **Measures of Success** |
| A  We will explore further Brain Development, Trauma Informed Approaches and Attachment through the works of Dr Dan Hughes (PACE) and Louise Bomber | * Practitioners will have a deeper understanding of the impact of trauma, loss, neglect on our children. * Practitioners will feel confident when supporting and nurturing all children within the setting. * Practitioners will know and understand their children very well. They will have a clear understanding of what their ‘lockdown experience’ looked like and their individual circumstances. * Children will feel well supported, safe and ready to learn within the ELC environment. * Parents will benefit from strong, trusting relationships with key members of staff. They will feel supported and understand the mechanisms which are in place to allow for ongoing communication. | Whole staff involvement – including all roles within the service.  **Educational Psychology Service** (Pauline Davidson and Anna-May Hocking) | **INSET Day 1**  16th August 2021  Input Ed Psychology  Follow up work  Term 1  **PL dates** | Observations of children transitioning into ELC  Parental Settling In questionnaires  ‘Wall of Wishes’ Parental Views  Microsoft Forms Evaluation of staff confidence in these areas |
| B  We will have a focus on Infant Mental Health with a focus on ‘Circle of Security Parenting’ | * Practitioners will have an in depth knowledgeable about Infant Mental Health and feel confident when supporting all children. * Through observation, practitioners will be able to identify children who are at risk from not engaging in learning as a result of poor or decreasing levels of Mental Health. * Children will feel safe, supported and will be observed engaging in their learning within a play environment. * Parents will be supported to have a good understanding of Infant Mental Health and how they can access support should they feel this is appropriate. We will signpost ‘Wellbeing for Wee Ones’ via Parent Club website. | Whole staff involvement – including all roles within the service.  **Infant Mental Health Team**  Hazel Golon | **INSET Day 2**  Friday 12th Nov 2021  Input from Hazel Golon | Observations of Children  PLJ Chats with families  Parental Settling In questionnaires  ‘Wall of Wishes’ Parental Views  Clentry – tbc  SF – tbc |
| C  We will ensure all children are supported to recognise and talk about their emotions. A focus on body sensations and emotion triggers will develop this work further | * Practitioners will use Emotionworks regularly and consistently across the setting to support children to recognise and talk about their feelings and emotions. * Practitioners will increasingly use the body sensations and emotion triggers cogs to support children in this dialogue. * Children will be more able to talk about the physical signs they experience when feeling worried or upset. Children will be more aware of when they are starting to feel upset or worried and be supported to use strategies to address these emotions quickly. * As appropriate, families will be supported to use Emotionworks in the home where this could have a positive impact for their child. | Whole staff involvement – including all roles within the service.  **Emotionworks Leaders**  Rebecca Goodall (EYO Sunflower)  Heather McLeod  (Senior EYO Clentry) | Professional learning weeks confirm | Quality Assurance Monitoring Calendar  Ongoing monitoring of Interactions  Individual Child Plans |
| D  We will ensure all staff are trained in Yogido. This will be another useful tool to support children and ensure an appropriate pace of learning throughout the day. | * Staff will feel confident when delivering Yogido to groups of children using the Yogido support packs. * Staff will observe children engaging in the Yogido sessions positively and will be able to report on the benefits of Yogido sessions on the child’s ability to learn through play within the play room. * The environment will provide spaces for relaxation and quiet times. * Children will benefit from periods of relaxation within their session. This is crucial as children now attend ELC for longer periods of time. * Children will enjoy and have fun taking part in Yogido sessions and be able to talk about the effect of this on their bodies and how they feel after their session. | EYOs within all playrooms.  **Yogido Champion**  Marianne Lethiers  (Senior EYO Clentry)  Elaine McCall  (EYO Sunflower)  Session with staff to introduce new resources and train staff in effective use of these.  Date tbc | Professional learning weeks confirm | Staff Observations of children  Staff evaluation of Yogido – confidence levels and impact of the resource |
| E  We will take a closer look at 2 areas which can negatively impact on a young child’s ability to learn whilst in ELC.  Sleep  Food – (routines in ELC and home) | * Practitioners will be aware of the importance of regular sleep routines for the developing child. They will use this information to support families should this be discussed as a challenge for their child. * Children’s experience of food during their ELC session will be positive and they will benefit from a relaxed time to eat and socialise with their friends and staff. * Families will be supported through virtual groups and ongoing communication to understand the importance of effective sleep and food routines for their child. | EYOs within all playrooms.  Health Visitor Input  TBC | Professional learning weeks confirm | Staff observations of children  PLJ chats with parents  Evidence of partnership working with Health Visiting Service. |
| F  We will re-visit 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 children attending our ELC setting. * Children will feel safe, supported, nurtured and understand at a developmentally appropriate level their rights. * Families will be supported to understand ‘The Promise’ and what this means for them. | Whole staff involvement – including all roles within the service.    Morag Steele  Mardie Templeman | Professional learning weeks confirm | Staff observations of children  PLJ chats with parents |
| G  We will develop a staff Wellbeing strategy to ensure that all staff feel supported and are able to take ownership of their wellbeing. | * Staff will be accessing and utilising the 5 Ways to Wellbeing to support their own Wellbeing. * Staff will make use of wellbeing conversations, wellbeing action plans and a wellbeing library. * Children will continue to be supported by a motivated, enthusiastic team. * Families will continue to feel well supported by the team. | Whole staff involvement – including all roles within the service.  Morag Steele  Mardie Templeman | Ongoing throughout session.  Staff meetings  Individual Conversations  All INSET Days | Quality Assurance procedures  Attendance  Feedback from staff |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |

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| **Focused Priority 2**  **Improvement Outcome 2** | **Learners will experience high quality play pedagogy with a particular focus on Numeracy and STEM** | | | |
| **National Improvement Framework Priority** | * Improvement in attainment, particularly in literacy and numeracy * Closing 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** | 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3 | | | |
| **Action/Task**  What will we do? | **Expected Impact**  What will we look for? | **Responsibilities**  Who will lead and be involved? | **Timescale**  When will we do this? | **Measures of Success**  Evidence of Success? |
| E  (Carried forward from IP 2020-2021)  We will ensure high quality Playful Numeracy and Mathematical Development opportunities | * Numeracy and mathematical learning is found in all aspects of the curriculum and in all areas of the playroom. * Practitioners will confidently use mathematical language to enhance numeracy learning. * Children are supported through a wide range of experiences across the setting which encourage exploration, enquiry and problem solving. * Parents are provided with home learning links which support them to encourage numeracy learning in the home. | Vivien Laing  DHoC  Erin Aitchison  Early Years Team  All Staff | **INSET Day 4**  **Wednesday 16th Feb**  Playful Numeracy and Mathematical development – Putting the theory into practice.  Section 6  Realising The Ambition | Environment Monitoring  (See monitoring calendar)  Critical Friends  Tracking and Learning Conversations  PLJ monitoring |
| B  We will use the updated skills progression within the PLJs to ensure pace and challenge in Mathematics and Numeracy for all learners. | * All practitioners will feel confident at tracking children’s learning through the Mathematics and Numeracy tracking system. * All practitioners will feel confident when identifying Next Steps for learners. * Children will be achieving their potential and making very good progress through the Early Level Numeracy and Mathematics curriculum. * Families will be involved in ongoing conversations about their child’s progress and Next Steps in learning. | All EYOs  Morag Steele  Mardie Templeman | **INSET Day 2**  **Tuesday 17th August**  Intro to updated PLJ trackers – expectations in how these should be used.  Staff Meetings throughout session to check in with progress  **INSET Day 5**  **Thursday 5th May**  Evaluation of updated PLJ | PLJ Monitoring  Learning Conversations  Staff evaluations of updated PLJ |
| C  We will share STEM practice to ensure a consistent approach across playrooms and settings | * All staff will feel confident when planning for STEM learning across the curriculum – this will be embedded in all areas. * All staff will have a wider knowledge pf STEM and more ideas for exciting, creative STEM experiences. * Children will be engaging in motivating, fun STEM learning which directly links to the responsive planning. * Families will be involved and encouraged to support STEM learning in the home through STEM bags. | STEM Ambassadors  Shirley Bremner  Katrina Jackson  (Senior EYO Sunflower)  Vickie Elder  Laura Muller  (EYO Sunflower) | Professional learning weeks confirm | Staff observations of children  PLJ monitoring  Quality assurance processes |
| F  (Carried forward from IP 2020-2021)  We will consider in what ways we can further enhance our Digital Technologies across the playroom | * Practitioners will feel confident to support learning about, with and through digital technologies. * Children will experience a wide range of digital technologies which will enhance their early learning. | Vivien Laing  Yvonne Petrie  (DHoC)  All Staff | **INSET Day 5**  **6th May 2020**  Re-visit Early Years Team digital technologies professional learning from session 19-20. | Environment Monitoring  (See monitoring calendar)  Critical Friends  Tracking and Learning Conversations  PLJ monitoring |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |

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| **Focused Priority 3**  **Improvement Outcome 3** | **Learners will experience high quality play pedagogy with a particular focus on Literacy and Music** | | | |
| **National Improvement Framework Priority** | * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people | | | |
| **Links to GIRFEC** | Healthy, Achieving, Nurtured, Responsible, Respected, Included | | | |
| **HGIOELC** | 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3 | | | |
| **Action/Task**  What will we do? | **Expected Impact**  What will we look for? | **Responsibilities**  Who will lead and be involved? | **Timescale**  When will we do this? | **Measures of Success**  Evidence of Success? |
| A  We will focus on language development by ensuring opportunities for songs and rhymes during every session | * All staff will have had the opportunity to work alongside a Kodaly specialist in the playroom to build knowledge and skill in this area. * All staff will feel confident when delivering Kodaly for children. * Children will be engaged and enjoying developing their language skills through songs and rhymes. * Children’s language and communication skills will improve and develop as they make their way through the Early Level – eLIPS data will evidence this. * Families will be supported to use songs and rhymes in the home to support language and communication development. | **Jennifer Brown**  (Youth Music Initiative Project Leader)  **Lucinda Geoghan**  (National Youth Choir of Scotland)  Shauni Johnston  Marianne Lethiers | **Term 1**  Jennifer Brown (YMI) will attend Sunflower/Clentry every fortnight to work alongside staff in rooms.  Lucinda Geogham training date to be confirmed. | eLIPS data will show improvement across the 3 areas.  Staff observations of children will evidence language and communication development. |
| B  We will produce a catalogue of songs and rhymes relating to key themes and topics ensuring all staff have a wider variety to utilise | * All staff will have access to a wide range of songs and rhymes to support children. * All staff will be supporting opportunities for song and rhyme during every session. * Children will be familiar and able to take part in songs and rhyme to support their language development. * Children’s language and communication skills will improve and develop as they make their way through the Early Level – eLIPS data will evidence this. * Families will be supported to use songs and rhymes in the home to support language and communication development. | All staff to support  Tracey Brown  Laura Robertson  (Senior Family Worker)  Michelle McCormack  (EYO Clentry)  Diane Selkirk  (EYO Sunflower) | **Term 2 Onwards**  Following YMI input | Catalogue will be completed and fully used by staff.  Staff observations of children will evidence language and communication development. |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |