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 Leadership  Teacher Professionalism  Assessment 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 | PT  SEYO’s  All EYO’s | Each family receiving 3 posts per week relating to their child’s learning  Evidence in PLJ’s  Professional dialogue  Practitioners will feel supported by colleagues | Termly  Term 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 home  All EYO’s will share the benefits with parents during PLJ Progress Meetings  Information shared on termly newsletters | EYLO  SEYO  All EYO’s  HT / DHoC | Number of families who engage (termly data gathering)  Feedback from parents  Feedback 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 equity  2.4 Personalised support  2.5 Family Learning  3.1 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 file  Emotions 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 staff  PT  Family Worker  All EYO’s  SEYO  EYLO  EYLO  All Staff  All Staff  All Staff | Increased emotional literacy is evident  Observations of children  Discussions with parents  Minutes from review meetings  Staff observations of children  Staff discussions with children  Staff questionnaires re training  Playroom observations  Core provision audit  Room observations  Elips scores  Plj observations  Children’s individual targets | Ongoing  Ongoing  Ongoing  Term 2 onwards  Term 2 onwards  Ongoing |
| 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 staff  All room staff  SEYO Family Worker  All Staff  All room staff  SEYO Family Worker | Room audits  Learning conversations  Planning  Planning  Room observations  Children’s voice  Staff questionnaire  Staff discussion  Staff PRD  PLJ observations  Planning  Children’s voice  PLJ observations  Learning conversations  Engagement through see saw  Parental questionnaires | Ongoing  Ongoing  Term 2 onwards  Term 2 onwards  Term 2 onwards  Term 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. | SLT  SLT | Staff discussions  Room observations  Reflective tasks  Staff discussions  Room observations  Reflective 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 conversations  Staff 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. | EYLO  SEYO  SEYO Family Worker  All staff  SLT  All staff  SLT | Room observations  Staff questionnaire  Staff discussions  In-service feedback  Staff feedback  Staff discussions  Staff feedback  Wellbeing conversations | Term 2 – Nov inset day  Term 1 - ongoing  Term 1 - ongoing  Term 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 Work  DHoC  SEYO Family Work  DHoC | Parental feedback  Levels of engagement  Attendance registers for holiday programme.  Levels of interaction on see saw  Records of parent chats | Term 1 – ongoing  Term 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 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 Quality Indicators:** | 1.2 Leadership of Learning  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family Learning  3.2 Securing Children’s progress  3.3 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 | PT  EYLO  All staff | Staff questionnaire before and after input  Self and peer evaluation  Playroom observations  Learning consultations  Reflective tasks  PLJ observations  Responsive Planning records  Children achieving learning targets | Term 1 & 2  On-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 playroom  Children 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’s  All staff  All staff | Room monitoring  Core provision audit  PLJ observations  Learning conversations  PLJ Progress Meetings (Oct/Feb/May) | On-going  On-going  On-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 learners  Children will be achieving their potential and making very good progress through the Early Level Numeracy and Mathematics curriculum  All staff will feel confident at tracking children’s progress when using the Mathematics and Numeracy tracking system  Parents/Carers will be involved in the planning of their child’s next steps in learning. | PT  EYLO  All EYOS  pt  eylo  all eyoS  All staff  Parental  Questionnaire  Staff discussions | Learning Conversations  PLJS  Tracking and monitoring  Staff discussions  Staff evaluations of new PLJ  Progress Meetings recorded in PLJ’s (Oct/Feb/May) | On-going  On-going  On-going  On-going |