|  |
| --- |
| **Gallatown Nursery**  **Standards and Quality Report 20/21**  ***Achieving Excellence and Equity***  **vision, values & aims GT March 21 - Word**  **vision, values & aims GT March 21 - Word**  **vision, values & aims GT March 21 - Word** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Context**   |  |  | | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 118 which includes 19 Under 3s | | **FME** | *All children who attend full day receive a free lunch = 58*  *All l children who attend 49 weeks receive a free morning or afternoon snack = 60* |   **Pupils**   * 67% of our families are SIMD 1-3 (SIMD 1: 23%, SIMD 2: 34%, SIMD 3: 10%) * 7 x child protection register, 3 x care experienced, 50 x single agency chronology * 42 x ASN which include ASD, EAL, Family Issue, hearing and visual impairment, language speech and communication and social, emotional and behaviour difficulties. * The nursery is part of the Viewforth High school cluster as well as the Nurture Headteachers cluster. Most of our children transfer to Sinclairtown PS with a few transferring to St Marie's PS, Pathhead PS and Dysart PS.   **Early Learning Provision**   * Gallatown Nursery expanded in August 2019 and is now a split campus of 2 grand building linked by an amazing outdoor space. * August 21 Models of early learning provision at Gallatown Nursery. Sessions offered include: * 9 – 3pm, term time, Under 3s & N4/N5 * 4 hours 40 min am & pm, 49 weeks, Under 3s & N4/N5 children * Due to the impact of COVID -19 and as part of our risk assessment we have split our learning environment into 4 cohorts of children and staff. Each playroom has its own cloakroom and snack area. Children will be able to play with peers within the same cohort but will not be mixing with children from other cohorts. Staff in each cohort have designated staff areas.   **Staff Profile**   * The senior leadership team consists of a Headteacher and Principal teacher who jointly lead and manage Fair Isle Family Nurture Centre. Each centre now has its own Depute Head of Centre as part of the SLT. * As part of the management structure we have 2 SEYOs and 1 SEYO (Family worker). * Our current staffing consists of 15 full time EYOs and 13 part time EYOs, 4 PSAs and 1 full time clerical assistants, a cook and a janitor/cleaner. Less than half (18%) of our staff team are new as of August 21 in comparison to the majority (62%) in August 20, this was as a result of early years managing changing and 1140hour expansion.   **Community**   * Kirkcaldy is on the east coast of Scotland and is Fife’s 2nd largest settlement for population. The housing stock is mainly local authority, with some private tenancy and some privately owned. * From SIMD data the Gallatown & Sinclairtown community area is reported as being impacted on by the wider decline of Kirkcaldy and its town centre. Resulting in the prevalence of low-income work, a higher percentage of children in households and weekly household incomes being significantly lower than average. * The main source of employment for our families are retail, catering and public sector. * We host the Early Years Network which is multi agency and has created positive partnerships in the Kirkcaldy locality and in Gallatown Nursery. We also have positive partnerships with Happy Days recovery cafe and The Cottage family centre. * Our children would normally explore Ravenscraig Park and beach, enjoy visits to Kirkcaldy museum, the library, Gallatown Park, Viewforth Church, mosque, cafe and hairdressers and have benefited from excursions to the train station and Glenrothes airport.   **Parental engagement & family learning**   * Our approach to parental engagement includes: activities to ensure communication between home and nursery, reporting on children’s progress, parents contributing to the life of our nursery and involvement in nursery events celebrating learning. * Our usual family learning offering includes: parent & toddler groups, Bookbug, boosting budgets, PEEP, Kinship group, Under 3s family learning, yoga, cuppa chats, English as an additional language group and rhythm & rhyme. * Our family learning offering this year included: virtual Bookbug, PEEP, Stories & rhymes, Jamie Oliver cooking group, family support with routines in our nursery natter cuppa chats. In addition to family learning we support families with signposting and referrals to other agencies, helping provide high quality support to children and families, assisting in the wellbeing and removal of barriers to potential learning and development. |

|  |  |
| --- | --- |
| 1. **Improvement for Recovery Priority Work Session 2020 – 2021**   **Recovery, Reconnection & Resilience** - To support the recovery of early education  from the impact of COVID -19, focusing on safety, reconnecting with an effective  transition and developing strategies to support resilience in emotional wellbeing for staff  and families. | |
| NIF Priority  Improvement in children’s health & wellbeing  NIF Driver  School leaders  Teacher professionalism  Parental engagement | HGIOELC Quality Indicators  1.3 Leadership of change  1.4 Leadership & management of practitioners  2.5 Family Learning  2.6 Transitions  3.1 Ensuring wellbeing, equity and inclusion |
| **Progress:**    To support the recovery of early education from the impact of Covid-19 our approach focused on implementation of safety risk assessments, reconnecting with an effective transition and supporting the wellbeing of all our stakeholders. Our approach focused on creating a sense of safety and calm, a sense of control and collective efficacy social connectedness and promotion of hope. This was informed by a document created by Fife Educational psychologist service – Supporting the return to school: Using a trauma-informed approach to support the return to school: Guidance for staff  Progress   * All staff benefited from **risk assessment briefing sessions** throughout the year in line with local, national and international advice/guidance from the Scottish Government and Fife Council . This ensured staff were informed and able to implement the learning environment adjustments & routines in accordance with risk assessments, cleaning protocol, wearing of PPE and guidance on reporting a positive case. The impact was practitioners organised our learning environment **resources** into 5 cohort spaces. Each cohort space had a designated playroom, outdoor space, nurture area and staff base. Cohort spaces were clearly allocated, using physical barriers such as furniture to support the separation of groups. Children were able to play with their peers in their cohort but not mix with children and practitioners from other cohorts. * Parents & Carers received **regular communication** on safety arrangements throughout the year, which included sways, newsletters and parent club Scotland information & posters. This ensured a working together ethos of keeping our nursery safe and open. * In **consultation with our practitioners** a few (8%) practitioners were not fully understanding the guidance on infection control.  As a result, there were occasions when little deals quickly escalated to big deals which was impacting detrimentally to the majority of practitioner’s morale.  To connect staff across our setting we created a fortnightly **communication champions virtual meeting**. A different member from each playroom attended with SLT and discussed staffing arrangements, care of the children and safety. This enabled planned opportunities for practitioners to come together, shared ideas and develop a shared understanding of safety protocols and pedagogy. * A **Health & Safety team** was createdconsisting of representatives from each nursery, discussed latest guidance in relation to our contexts and were contact points for safety questions/queries from team. This ensured a consistent health & safety approach across all our settings, provided a forum to review our procedures and embed our understanding to ensure all stakeholders were safe. * **In consultation with our practitioners** a minority of practitioners were very anxious, experiencing limited social interactions and were overwhelmed at the volume of information in the media. We created a virtual staff wellbeing group – representative from each nursery arranged a host of activities to connect all 3 nurseries including - mindfulness jars, shout out board, wear pink day, treat Friday, box set group and even sparkly slimmer group. Result in a virtual social world of laughter, kindness and support that boosted staff morale. Positive staff morale benefits our children’s experience. * To ensure a smooth transition we **planned and implemented** a staggered entry, settling spots and enrolments coordinated by senior practitioners. To **implement and support** the change in routines for children we created clear communication with parents on familiarisation with our learning environment so children and parents could see new place of learning, understood how it was set up to keep safe. Feedback from our transition evaluations resulted in more virtual tours, virtual welcomes from practitioners and additional sharing of learning at drop off and pick up points. The impact was each child’s transition was managed sensitively to support their emotional wellbeing and care and learning needs were shared effectively. * Practitioners were supported with **Professional learning** that included:  Nurturing relationships – eLearning relationship matters, Solihull refresher Do be mindful, Managing anxiety during covid, proactive behaviour management plans.   Practitioners were supported with strategies and understanding to recognise, support and de-escalate their own feelings, colleagues, parents and children. The impact has been Health & wellbeing is fully embedded in the daily life of the setting and consistently promoted by all practitioners. Understanding that the ability to recognise and a name a feeling supports the ability to regulate emotions.  Benefitting from a shared approach to planning routines and relaxation experiences to support a child’s emotional wellbeing. | |
| **Impact:**  All stakeholders have been well supported through recovery of from COVID 19 with clear consistent safety communication, smooth transitions at the pace of the child and a focus on wellbeing of all stakeholders:  All (100%) of children benefitted from staggered entry transition arrangements that ensured their care and support needs were managed sensitively to meet their emotional wellbeing.  Almost all (96%) of practitioners agreed communication via weekly updates with seniors, communication champions and HT updates ensured all practitioners had up to date information, clear expectations of their roles and ensured staff felt supported to shared ideas and feedback.  Almost all (87%) of parents strongly agreed children experience warmth, caring and nurturing transition approaches that ensured their personal development and care needs are met.  Almost all (92%) of parents agreed children are protected as staff take all the necessary precautions to prevent spread of infection i.e. cohorts, PPE, separate entry pick up  Most (82%) of practitioner agreed leaders and managers look out for the wellbeing of practitioners. All practitioners feel valued in their work and are confident they can receive support should they need it.  Most (82%) of practitioners agreed pupils were supported to manage their emotions with relaxation experiences i.e. areas of calm in each playroom, relaxation experiences (do be mindful, yoga, routines of day, outdoors, physical exercise, music, rhythm, short frequent burst of energy, mindfulness).  The majority (65%) of practitioners agreed, Practitioners are skilled at de-escalation strategies and the use of proactive behaviour management plans to support children i.e. pace leaflet, relaxation stations, relaxation resources, emotion works recognise and name emotions.  The majority (72%) of practitioner requested professional development for session 21/22 on de-escalation strategies on for our improvement priorities next year what would you like included in staff development sessions? Select your top 3 from the list and then add suggestions in the box: | |
| **Next Steps:**  Continue   * Transition arrangements – staggered start, establishment of care needs, flexible session time to settle, clear and consistent communication with parent’s newsletter, virtual tour sways, transition booklet.   Improvement Priority   * Professional learning - De-escalation strategies – proactive behaviour management plans * Professional reflection activities - understanding of importance of routines & relaxation experiences in a session * Effective Communication improvement – website | |
| **Attainment of Children and Young People** | |
| **Health & Wellbeing CFE declarations June 21**  Pupils Early Level:  N4: Initial engagement 91% Progressing 8%  N5: Initial engagement 24% Progressing 76% | |

|  |  |
| --- | --- |
| 1. **Improvement for Recovery Priority Work Session 2020 – 2021**   **Securing progress for all learners** - child led and curriculum focused planning,  breadth of experiences and effective sharing of information with stakeholders to  ensure a year’s progress for all learners with an agile approach to learning at home | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people.  NIF Driver  Teacher professionalism  Parental engagement  Assessment of children’s progress | HGIOELC: Quality Indicator  1.2 Leadership of learning  1.5 Management of resources to promote equity  2.2 Curriculum  2.3 learning, teaching & assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing children’s progress |
| **Progress:**  To ensure our learners journeys are progressive we developed an agile approach which catered for periods of learning at nursery and learning at home in lockdown/isolation. Our aim was to plan a breadth of learning experiences that were relevant to children’s interests and were curriculum focused ensuring progress was tracked.   * All practitioners took part in planning cycle **professional learning**. Focusing on intentional promotion planning, significant observation, responsive planning and evaluations. This ensured a consistent coherent approach to planning learning experiences and activities for children. * Learning at home **resources** - Interdisciplinary learning cards were created and emailed weekly to families during periods of lockdown/isolation, providing a breath of learning activity ideas. The learning cards were brought alive daily, with staff demonstrating one of the activities on Facebook at 11am followed by a story at 1.30pm.  **Feedback from practitioners** - Difficulty engaging EAL families, the solution was to translate our learning cards into Polish, Romanian and Hungarian. **Consultation with parents –** A minority (42%) of our parents highlighted that accessing the learning cards electronically was not effective and they did not have materials to complete activities. Practitioners created learning at home packs that included learning cards & resources which were delivered to every child.  The impact of our approach ensured equity for all: Almost all (93%) of *c*hildren were accessing learning experiences at home. The children engaging at home were flourishing with parents sharing successes from the learning cards on our Facebook page, there was an increase in motivation and engagement with parents commenting that the children just loved receiving their packs. Staff reported an increase in PLJ observations via weekly phone calls. * **Ensuring progress** – All practitioners took part termly learning consultation to review and track children’s learning progress and plan for next steps. Practitioners offered a progress chats to all parents in their key group termly to discuss their child’s learning progress. During periods of lockdown/isolationpractitioners connected with parents with **personalised phone calls** on a weekly basis to discuss the children’s progress, obtain significant observations and share individual next steps set at previous learning consultations. Learners progression was monitored and tracked using elips, CFE declarations and Leuven scores. **Targeted interventions** were planned and implemented focusing on the development of language & communication, numeracy, routines, self-regulation with small groups. The keywork and vulnerable children received targeted inputs within the setting including Kodaly, Playbox sessions, and Activity Cube sessions. Evidence from our approach demonstrates that children’s progress in the early level were being tracked, however practitioners would benefit from the opportunity to deepen their understanding of curricular pathways. Opportunities to share and reflect on how learning experiences that are planned link to literacy skills progression. This will support children’s literacy achievements in understanding, sounds, reading and writing (semantics, phonology and orthography). | |
| **Impact:**  Almost all l (92%) of practitioners agreed they have a very good understanding of the planning cycle and the balance of intentional promotion and responsive planning to ensure children make progress in learning.  Parental consultation most (85%) agreed that the setting gave ideas on how to support their child learning progress at home. Connecting and maintaining relationship with families and enabling children to continue to make progress in learning.    Engagement data in learning at home, most (**72%)** of children had a least one significant observation per week in their PLJs with the majority (59**%**) achieving next steps in learning identified in progress chats. Through learning at home and in nursery, children have benefitted from a breadth of learning experiences appropriate to age/stage i.e. my world triangle and CFE 8 curricular areas.  All (100%) of practitioners agreed there are robust systems in place to track, share and plan next steps in care and learning progress for each child i.e. PLJ tracking significant observations, learning consultations, reporting, progress chats with parents, support meetings & reviews.  Almost all (94%) of practitioners agreed there was a clearly communicated learning at home approach for children who were isolating for both long periods of lockdown and short-term periods of 10 days isolation. | |
| **Next Steps:**  ***Improvement***  Professional learning - Skills Ability to report a level - curricular pathways  Professional learning – Leuven to assess wellbeing & involvement  Professional learning – Skills progression in literacy – workshop for literacy early level | |
| **Attainment of Children and Young People** | |
| ***CFE declarations N5 June 21 – Early Progressing***  *Less than half (34%) early level progressing* ***Reading***  *Less than half (37%) early level progressing* ***Writing***  *The majority (51%) reported at early level progressing* ***Listening & Taking***  *Less than half (37%) reported at early level progressing* ***Number, measurement & money***  *Less than half (34%) reported at early level progressing* ***Shape Position & Movement***  *Less than half (22%) reported at early level* ***Information handling***  **This year group experienced 2 periods of lockdown, periods of isolation.**  **Emotional wellbeing has been impacted, routines of attending nursey and learning at home**  **Skills of staff in reports a level and understanding skills progression** | |

|  |  |
| --- | --- |
| 1. **Improvement for Recovery Priority Work: Session 2020 – 2021**   **Leadership of change** – To create and build a skilled, informed and organised team  to deliver a smooth expansion of early learning provision with clear visions and  values. | |
| NIF Priority  Improvement in attainment, particularly in literacy and numeracy. Improvement in children's health & wellbeing  NIF Driver | **HGIOELC Quality Indicator**  1.3 Leadership of change  1.4 Leadership and management of practitioners  2.2 Curriculum  2.6 Transitions  3.2 Securing children's progress  3.3 Developing creativity and skills for life and learning |
| **Progress**   * Vision, values & aims – to reinvigorate and **emphasis the purpose of our nursery** we reflected and revised our vision, values and aims with all stakeholders incorporating a safety aim to reflect working during a pandemic. Practitioners benefitted from opportunities to regroup and reconnect, reflect and share good practice on the vision of high quality learning in the early years. * In a time of uncertainty and change we understood it was important to have an effective and consistent **communication strategy** , that facilitated Parents and practitioners working together to ensure children were supported and benefitting from high quality early learning experiences.  Challenges faced included a staff team of 85 working across 3 buildings, a range of shift patterns delivering a range of sessions across 9 playrooms in total.  During periods of lockdown we developed a communication cycle which involved - personalised phone calls offering support and learning ideas, feedback to seniors, data and main themes discussed at leadership and responsive support put in place. Communicated via weekly updates to staff and parents.  On return our communication strategy has evolved to a fortnightly rotation of nursery development and staff updates, all stored on teams’ files. SLT and leadership team meet fortnightly to discuss feedback & themes, health & safety, staffing arrangements, improvement planning actions to ensure a consistent message. The impact has been a workforce who is informed consistent information, opportunities for professional development and improvements to pedagogy to meet the needs of our children. * A group of practitioner’s participated in **Professional development** Virtual nature schools focusing on outdoor learning experiences – learning included the importance of lines of enquiry, breadth of learning outdoors, the language of curiosity, effective observations of children indoors, outdoors and beyond. As well as improving the quality of the children outdoor learning experiences the Big positive was that staff reflecting on learning by providing evidence of work, key moments and thoughts was collated in a OneDrive document. This enable staff to share good practice safely and motivated staff to continue to develop their wok. This approach will be used successfully to deliver training in the future. | |
| **Impact:**  Almost all (94%) of practitioners agreed to support staff's emotional wellbeing at a time of change there were clear and consistent communication systems in place which ensured staff had the latest information and were able to raise any ideas/concerns, i.e. staff update, health & safety team, communication champions, staff wellbeing activities. Practitioners had clear expectations of their role, were able to responsively plan to the needs of our parents from data and feedback gathered weekly and identify where additional support was required. Personalised supportive phone calls were valued by parents  Most (79%) of Practitioners agreed have a clear understanding of the components of providing high quality early learning spaces both indoors, outdoors and beyond our setting i.e. core provision, room standards, risk assessments, what a session looks like.  Most (76%) of practitioners agreed Staff have opportunities to regroup and reconnect, reflect, share good practice and plan experiences for children together i.e. planning, huddles, staff collegiate time.  Almost all (98%) of practitioners agreed our vision, values and aims was reinvigorated involving all stakeholders to emphasis the purpose of our nursery. | |
| **Next Steps:**  Continue   * Communication strategy - To enable effective & consistent communication with all stakeholders to planning for the care and learning of children. i.e. fortnightly rotation staff update, nursery development, communication champions & health & safety team * Curriculum Rationale – as part of starting a new session revisit our curriculum rationale – to ensure consistent approaches and embed our vision, values & aims. | |
| **Attainment of Children and Young People** | |
| ***CFE declarations N5 June 21 – Early Progressing***  *Less than half (34%) early level progressing* ***Reading***  *Less than half (37%) early level progressing* ***Writing***  *The majority (51%) reported at early level progressing* ***Listening & Taking***  *Less than half (37%) reported at early level progressing* ***Number, measurement & money***  *Less than half (34%) reported at early level progressing* ***Shape Position & Movement***  *Less than half (22%) reported at early level* ***Information handling*** | |

|  |
| --- |
| **Evidence of significant wider achievements** |
| Wider achievement   * Due to Covid -19 many children had not benefitted from socialising in café’s and going out for tea. For the first time we organised a **nursery tea party** – complete with cake stands, china cups, finger sandwiches, cakes and scones. Children benefitted for developing core skills, sharing, turn taking, social skills of conversation, setting a table. Trying new foods and learning new words. * **Virtual nature schools** – practitioners (5) who completed the 6-week virtual course received an accreditation certificate. The course enhanced the quality of children outdoor learning experiences focusing on linking to the curriculum and also provided a solution for future learning across settings. * **Space of calm & identify emotions tool kit - Playroom challenge** – All playrooms were set a challenge to create a sanctuary space for children to be calm with a range of tools to support children to recognise and name their emotions. The impact: enabled children to develop metacognition skills to recognise and regulate their feelings and emotions. Moderation between settings as staff shared photos and video clips and gave feedback. |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** |
| *Successes*   * Creating learning at home activities **raised the profile of early learning with parents** and key message that children at the early level age/stage learn through play-based play activities. * **Building relationships with parents** with personalised phone calls, enabled our parents to feel supported. Practitioners were able to use their Solihull training to support parents at this time and also provide ideas to support their child’s learning. Having a clear learning focus with practitioners in this period of lockdown enable progress in the early level to continue to be tracked in periods of learning at home. This ensured close monitoring of engagement, attendance, connection with nursery & other services. * **Supporting our vulnerable children** – our vulnerable children were monitored. providing a responsive service where needed to reduce crisis for families when raised by other professionals. Intensive support - 10 children identified as intensive support- 12%. Additional support- 34 children identified as additional support-24% . Being able to provide early learning in our own setting for those children who were vulnerable was a significant difference this year. Relationships, attachments and knowing where are children were in their learning ensured our children’s needs were met within appropriate timescales. * Technology skills – all stakeholders have had a **major boost in their technology skills.** Practitioners have created sways, live interactions, used OneDrive, teams for meetings and storage of files. This will absolutely be used and developed next year and is a solution to ensure effective communication and professional learning across multiple settings.     Challenges   * Family learning – **in person family learning opportunities** were not possible due to risk assessments. This was overcome by offering a range of virtual family learning session. That included Tip sheets e.g. Biting, behaviour management, supporting emotional wellbeing. Live interactions Bookbug, PEEP and parent forums. * **Communication in person** – having a new staff team, understanding new session types and working in bubbles was difficult to establish relationships and working vision. Our communication strategy has been developed and adjusted to ensure all staff are included. * **Technology** – some staff found using new technology very difficult and did not have accesses to devices. Staff were supported with instructions and training inputs. * **Significant observations** – tracking progress in learning is normally dome through significant observation in the early years. Staff worked well with parents to talk through and identify significant learning linked to the curriculum.     **Impact**   * Continued learning & progression for the most vulnerable group.  . * Intervention to reduce family crisis. * Improved wellbeing for children & families- sense of routine * Sustained connection * Empowering parents to support children's learning through play. * Raising the profile to the importance of play. |

**School/Setting Name: Gallatown Nursery**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | 5 | 5 | 5 |  |
| **2.3 Learning, teaching and assessment** | 4 | 5 | 4 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | 5 | 5 | 5 |  |
| **3.2 Securing children’s progress** | 4 | 5 | 4 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **5** | **/** | **/** |
| **Quality of environment** | **4** | **/** | **/** |
| **Quality of staffing** | **5** | **/** | **/** |
| **Quality of leadership and management** | **4** | **/** | **/** |
| **How hood is our care & support during the COVId-19 pandemic?** | **/** | **/** | **6 5 5** |
| **Date of inspection** | **Jan 19** | **/** | **/** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. | | | | | |
| **Focused Priority:**  Improve the skills of all N5 pupils in reading through a range of universal and targeted experiences to increase the % of children who achieve early progressing from 45% to 75%. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | **1.2 Leadership of learning**  **1.5 Management of resources to promote equity**  **2.2 Curriculum**  **2.3 Learning, teaching & 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** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Practitioner make confident judgements about children’s progress and this is shared and agreed through appropriate discussion. 3.2.  High quality appropriate early language experiences are used o promote and enhance learning 3.2  Information on every child is showing almost all children are making very good progress in literacy. 3.2  Practitioners are highly skilled in posing questions which encourage enquiry and curiosity 3.3 | Practitioner Professional Development - Exploring core pathways through which literacy skills are learned – semantics, phonology & orthography.  Session 1 – Semantics/Understanding – Skill progression focusing on the importance of metacognition, high quality questioning and language of curiosity  Session 2 –  Phonology/Sounds – Skills progression focusing on phonological pathway and phonological awareness.  Session 3 – Orthography/ Reading & writing – Skills progression developing an understanding of approaches to teaching reading & skills in writing.  Session 4 – showcase of learning - reflection and sharing floorbooks, keys thought and ideas.  Family Learning | Mary & pedagogy team  4 sessions delivered via TEAMS /SWAY  Practitioners   * Engage in all sessions * Playroom challenge & tasks including planning of core provision activities & experiences and book plans. * Floor books as evidence of practitioner enquiry * Practitioner Key moments & thoughts recorded in OneDrive     Family worker | | Staff Reflection/ Views – key moments & thoughts & questionnaire  Staff & Children Direct observation using ITERS & SSTEW scale  Parents Views – parent questionnaire, parent forum &  Children data - % of children who are reported at early progressing for reading. | **TERM 2**  **Session 1: 1/11/21**  **Session 2: 12/11/21 inset day**  **Session 3: 29/11/21**  **Session 4: 13/12/21** |
| Practitioners sensitively and responsiveness significantly contributes to the wellbeing of each individual child and their family. 3.1 | Targeted work N5   * August 21 – based on Leuven & CFE declarations N5 activities & experiences   Universal & Target work family learning – focus on literacy skills development  Target work care experienced children – tracking progress and target work | **EYLO/SENIORS & Lisa**  **Caitlin & Fiona**  **Tanya & Toni** | | **Monitored and tracked termly** |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in children and young people’s health & wellbeing. Closing the attainment gap between the most and least disadvantaged children and young people. | | | | | |
| **Focused Priority:**  Implementation of universal and targeted approaches to support the children’s wellbeing across all playrooms and stages i.e. Under 3, N4 and N5 children, increase the percentage of children who have Leuven wellbeing scores of 4+ from   62% to 75% | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | **1.1. Self-evaluation for self-improvement**  2.3. Learning, teaching and assessment  2. 4 Personalised support  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** |
| Within and beyond our setting there is a shared understanding of wellbeing and children’s rights. Full account is taken on children’s rights and is considered in respect of their stage of development including when planning across the curriculum.  Children are settled, happy, thriving and learning to communicate in their own way.  Children are able to self regulate their emotions, and feel supported to share their concerns and opinions 3.2.  Practitioners use feedback and praise consistently well to promote positive attitudes and to encourage effective cooperation and independence 3.2  Children’s experiences provide opportunities to play and learn together, share ideas, reconcile differences and develop a sense of fairness. 3.3  The learning environment, including the provision of open ended and natural resources and the adaptability of space encourage creativity. The structure and flexibility of the day also nurture creativity.3.3 | Practitioner Professional development   * UNCR rights of a child & wellbeing indicator knowledge, understanding and use. audit * Consistent approach to de -escalation using the PAMP leaflet * Educational psychologist   Practitioner Reflection   * Children’s experiences in a session –Key questions for reflection - routines, relaxation, free play, exposure to literacy, risky play, beyond our setting, lunch/snack   Leuven – 10-point scale – professional dialogue & reflection Key questions ; scores , understanding of scale point 1-8 | Tanya & Toni  Lisa    Anna Myhill  Joanna Hookham  Seniors | | Data – Leuven scores wellbeing & involvement collected in Oct, Feb & June  Views – practitioners reflection activities  Direct observations – significant observations and comment in Leuven observations | Term 1  4 /10 – Leuven  Term 2  12th Nov inset – PAMP  Term 3  16th Feb inset  Professional dialogue termly |