

**St Andrews Nursery**

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 learning audit and develop plan for next steps. | * Iemke Burgess, PT
* Vicky Dempsey, 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
* Vicky Dempsey, 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. | * Sarah Starbuck, 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
* Vicky Dempsey, 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
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| **Ongoing Evaluation** |
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| **National Improvement Framework Priority:*** Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
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| **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 Matters 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
 | * 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
* Sarah Hutchinson, 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
* Vicky Dempsey, 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
* Vicky Dempsey, SEYO
 | * 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
* Vicky Dempsey, SEYO
 | * Analysis of number of Seesaw posts
* Feedback via professional dialogue with staff
 | * Terms 1, 2, 3 & 4
 |
| Parent feedback on support nursery provide to support children’s learning at home. | * Lorraine Rotchford, HT
 | * Feedback from parents via FORMS questionnaire
 | * Terms 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.  | * Lynne Napier, SEYO/FW
* Lorraine Rotchford, HT
 | * 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
 | * Feedback from parents via FORMS questionnaire
* PLJ observations
 | * Terms 2 & 4
* End of year questionnaire (May 2022)
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| 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
 | * Lynne Napier, SEYO/FW
* Iemke Burgess, PT
* Sarah Hutchinson, PT
* Tricia Russell, DHoC
* Lorraine Rotchford, HT
 | * Feedback from parents via FORMS questionnaire
* PLJ observations
 | * 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
 |
| **Focused Priority 3:** * **Revisit our curriculum rationale and develop a shared vision of play pedagogy to support all children make very good progress.**
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| **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. **Embed a shared understanding of our curriculum rationale.**
 | Revisit our curriculum rationale and understanding of our context. | * Lorraine Rotchford, HT
* SEYOs
* All EYOs
 | * Staff questionnaire before and after input
* Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2
* PLJ observations
 | * August INSET 1
* Term 1 & 3
 |
| 1. **All children make very good progress as a result of learning through play in a high quality ELC environment.**
 | CLPL on Progressing Pedagogical Leadership: Developing High Quality Spaces. | * Lorraine Rotchford, HT
* Vicky Dempsey, SEYO
* Sarah Hutchinson, PT
* SEYOs
* All EYOs
 | * Staff questionnaire before and after CLPL
* Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2
* Learning consultations
* PLJ observations
 | * August INSET 1
* Terms 1, 2 , 3 & 4
* Tersm 1, 2, 3 & 4
 |
| Programme of weekly core provision audit in place to review, refresh and ensure needs and interests of all children are supported. | * SEYOs
* All EYOs
 | * Analysis of core provision audit and professional dialogue
* Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2
* PLJ observations
 | * On-going
* Terms 1, 2, 3 & 4
* Terms 1, 2, 3 & 4
 |
| 1. **PLJs consistently include high quality evidence that all children make very good progress in learning as a result of high-quality experiences and interactions.**
 | CLPL on Progressing Pedagogical Leadership: High Quality Experiences and Interactions. | * Lorraine Rotchford, HT
* Sheena Smith, SEYO
* Sarah Hutchinson, PT
* SEYOs
* All EYOs
 | * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2
* PLJ observations
 | * August INSET 1
* Terms 1, 2, 3 & 4
* Terms 1, 2, 3 & 4
 |
| ELT support practitioners to provide high quality experiences and interactions in all playrooms where children are supported to follow their interests and make choices. | * Lorraine Rotchford, HT
* Sarah Hutchinson, PT
* Lynne Napier, SEYO/FW
* Vicky Dempsey, SEYO
* Sheena Smith, SEYO
 | * Self and critical friend peer evaluation
* Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2
* PLJ observations
 | * Terms 1 & 3
* Terms 1, 2, 3 & 4
* Terms 1, 2, 3 & 4
 |
| CLPL to support shared understanding of what high quality PLJs look like. | * Lorraine Rotchford, HT
* Sarah Hutchinson, PT
* Vicky Dempsey, SEYO
* SEYOs
* EYO
 | * Learning consultations
* PLJ observations
 | * Terms 1,2, 3 & 4
* Terms 1, 2, 3 & 4
 |
| 1. **All children make very good progress as a result of high-quality planning.**
 | CLPL on Progressing Pedagogical Leadership: High Quality Observations and Planning. | * Lorraine Rotchford, HT
* Sarah Hutchinson, PT
* SEYOs
* ????, EYO lead
 | * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2
* PLJ observations
 | * Collegiate meeting 23/8/21
* Terms 1, 2, 3 & 4
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| ELT support high quality daily and fortnightly planning. | * Sarah Hutchinson, PT
* SEYOs
* All EYOs
 | * Planning moderation and monitoring
* Professional dialogue
 | * Terms 1,2,3 & 4
* On-going
 |
| Practitioners share children’s learning with parents via Seesaw and provide home learning activities. | * SEYOs
* All EYOs
* Parents
 | * Parent chats
* Seesaw
 | * Terms 1, 2, 3 & 4
* On-going
 |
| 1. **All practitioners have a shared understanding of our vision for play pedagogy.**
 | Revisit child development and theory and research and develop our vision for play pedagogy. | * Lorraine Rotchford, HT
* Sarah Hutchinson, PT
* Lynne Napier, SEYO/FW
* Ed Psych Service
* SEYOs
* All EYOs
 | * Playroom observations on learning & teaching linked to HGIOELC QIs 2.3 & 3.2
* Professional dialogue
 | * Nov INSET 3
* Terms 1, 2, 3 & 4
* On-going
 |
| **On-going Evaluation:** |