

**St Andrews Nursery**

Session 2021 -2022 Improvement Plan



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**   * School leadership * Teacher professionalism * Assessment of children’s progress | | | | |
| **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 |
| **Ongoing Evaluation** | | | | |
|  | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**   * Parental engagement * Assessment of children’s progress * School improvement * Performance information | | | | |
| **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) |
| 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** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.** | | | | |
| **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 |
| 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:** | | | | |