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| **Improvement Focus No:** | **1** | **Leadership and Management – Vision, Values & Aims, Implementing extended hours and Practitioner Wellbeing**  **Relevant NiIF priority: all**  **Relevant NIF driver(s): Leadership, practitioner professionalism, improvement** | | | | |
| **Identified theme from S&Q / Self -Evaluation** | **HGIOELC: 1.3 Leadership and Management of Change**  **1.4 Leadership of Management of Practitioners** | | | | | |
| **H&SCS: 1, 2, 3, 4, 5** | | | | | |
| **Actions**  **Date Started** | **Who will take this forward at Elrick Nursery** | | **Intended Outcomes / *Impact***  **What will change for children at Elrick Nursery** | **How will we measure?** | **Expected completion date.** | **Progress check** |
| Visions, Values and Aims  May 2020 | EYSPs, EYLPs and EYPs | | Create a shared vision for Elrick Nursery alongside partners, families, practitioners and children. | Consultations with families, practitioners and children.  Completion of Vision, Values and Aims shared with parents during Information Event. | September 2020 | Vision, values and aims to be shared with Nursey Team for feedback  Visions, values and aims to be shared with families for feedback |
| Implementation of 900 hours  September 2020 | HT, DHT and EYSP’s | | Offering 900 hours term time for families  To familiarise children with the new routines due to extended hours | Consultation with practitioners  Implementation of extended hours  Consultation with catering staff  Consultation with families in order to plan for mealtimes | October 2020 | Care and support meetings with the Nursery Team  Sharing  To introduce a trial lunch period to familiarise with new routines  Review COVID-19 guidelines around cleaning  Review blueprint around guidance for snacks |

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| Practitioner wellbeing and pastoral support | EYSP’s | Implement termly care and support meetings for all members of the Nursery Team  Create  Implement coaching and mentoring opportunities within the team | Assigning clear roles to practitioners  Clear staff remits for EYSP and EYLP. | Ongoing | Minute care and support meetings  Completion of relevant documentation for PPP |
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| **Evidence of Progress / Comments / Next Steps** | | | | | |
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| **Improvement Focus No:** | **2** | **Learning Provision (Including Improving Transitions) - Observation writing and Building links with Primary 1**  **How Good is the quality of the care and learning we offer?**  Relevant NIF priority: All  **Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children’s progress** | | | | |
| **Identified theme from S&Q / Self -Evaluation** | **HGIOELC: 2.3 - Learning, Teaching and Assessment**  **2.6 - Transitions** | | | | | |
| **H&SCS: 1, 2, 3** | | | | | |
| **Actions Date Started** | **Who will take this forward at Elrick Nursery** | | **Intended Outcomes / *Impact***  **What will change for children at (insert name of setting)** | **How will we measure?** | **Expected completion date.** | **Progress check** |
| Implement Floor Books to account for medium and short term planning  Staff to further develop understanding of next steps and their use of tracking children’s progress  Staff further develop understanding and use of Health and Wellbeing Indicators and implement into planning and profiles  Implement new profiling system to include SHANARRI indicators.      Building links between Nursery and P1 & P2 | EYSPs  EYLP  EYPs  EYSP’s | | Staff to carry out Floor Book online training  EYSPs to support and lead on modelling the use of Floor Books for observation planning and assessment purposes  Staff to carry out observation training  Set up mentor / mentee system to support staff  Set up a model profile in consultation with staff  Staff to become confident with using the Aberdeenshire Frameworks for tracking and next steps.  EYSP’s to build in regular moderation meetings with key workers – discussions and profile sampling  The children have opportunities for deeper learning across the curriculum.  The children have access to a broader range of learning opportunities spanning all curricular areas.  Children have an awareness of their own health and wellbeing and are able to express their feelings  Children have more opportunities to lead their own learning.  Staff to carry out training on Health and Wellbeing.  EYSP’s to make contact with PT to find out about health and wellbeing training.  EYSP’s to track health and wellbeing, looking at health care plans, alongside families  Profiles exemplify children’s progress in learning and health and wellbeing  Parents and carers regularly share progress and achievements from home  Children have ownership of their profiles and contribute regularly  Staff, parents, carers and children are aware of next steps in learning.    Increased Nursery staff presence in P1 after the Summer break to help support children and aid continuity of learning.  Development of Early Level Working group in order to support collegiate working between Nursery and P1 and P2. | Pupil engagement  High quality learning experiences  More child-led medium-term planning  Children’s voice/development of the four capacities  Consistency of high-quality observations being recorded  Tracking documents  Feedback to staff and targeted support if required  Moderation findings will inform next steps  Children make good progress in their learning and health and wellbeing.  Health and Wellbeing tracking spreadsheet created    Progress evident in profile, time sample observations, staff observations, collection of children’s media, parent observations.  Next steps are being achieved and new targets are being identified.  Children know where their profiles are and what they mean  Overview of each individual child’s health and wellbeing.    Feedback from Nursery and P1 staff  Early Level Working groups planned throughout the year  Receive objective evaluations and seek to respond to the views of parents/carers, children and partners to help improve transition arrangements and programmes | Ongoing | Evidence of floorbooks created by the children  Staff attendance at observation training  High Quality Observations  Minutes of meetings  Next steps evident in pupils profile folders  Evidence of Health and Wellbeing observations within children’s profiles  Continuity between practice in Nursery and P1, P2.  Minutes and feedback from meetings in order to plan for future collegiate working |
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| **Improvement Focus No:** | **3** | **Success and Achievements – How good are we at ensuring the best possible outcomes for all our children? - Developing Family Nurture**  Relevant NIF priority: All  **Relevant NIF driver(s): Assessment of children’s progress, setting improvement, performance information** | | | | |
| **Identified theme from S&Q / Self -Evaluation** | **HGIOELC: 3.1 Ensuring wellbeing, equality and inclusion** | | | | | |
| **H&SCS: 1, 3** | | | | | |
| **Actions Date Started** | **Who will take this forward at Elrick** | | **Intended Outcomes / *Impact***  **What will change for children at Elrick** | **How will we measure?** | **Expected completion date.** | **Progress check** |
| Conversation Café September 2020 | EYSP’s | | Parents will be able to attend regular Conversation Cafes relating to the curriculum, development plans, learning in specific curricular areas e.g. outdoor learning | Feedback from parents  Tracking parental engagement in specific events through questionnaires and surveys | Ongoing | Team page for parents created  Transition questionnaire shared and feedback collected |
| Input from Marie MacDonald | EYSP’s, EYP’s | | Marie will deliver and support training in Family Nurture.  Parents and children will be able to attend events relating to specific curricular areas | Feedback from staff and families  Tracking documents and progress in targeted areas evident  Monitoring parental engagement in specific events | Ongoing | Staff attendance at Bookbug training  Implementation of lending library |

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| Conversation Café with staff to plan events? | EYSP’s | Staff given the opportunity to attend regular Conversation Cafes and share ideas on how to develop Family Nurture within the Nursery during COVID-19 | Feedback from staff  Action plan created and clear roles assigned in order to develop Family Nurture events and opportunities. |  | Staff attendance at Conversation Café  Family Nurture events planned and evdenced on QA calendar |
| New Scots | EYLP | EYLP to | Monitoring parental engagement | Ongoing | Staff attendance and feedback at training events  Continuity between Nursery and Primary 1 |
| **Evidence of Progress / Comments / Next Steps** | | | | | |
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