Heathryburn EL	C Only				RAC	3		
Improvement	Measures of Success	Actions Required	Timescales	Resources	T1	T2	T3	T4
Outcomes What do we hope to	How will we know this has been achieved?	What do we need to do?		Who and what is required?				
achieve?	What evidence will we have?			(including cost/fund)				
Improve quality of leadership through high aspirations and shared vision and values, in line with the wider school community Q1.3, HSCS Q13.1	All stakeholders will have a shared understanding of the ELC vision and will demonstrate improved ownership through shared and consistent language Observations and data will indicate increased awareness of core values	Implement the vision values and aims of the school in ELC Place visuals in ELC and model language and behaviours around this, linked to the wellbeing indicators. Plan and deliver a parental engagement event to further develop the ELC vision, values and aims, to capture their views on what they feel this should look like. Create an aspirational vision bespoke to ELC but aligned to the wider vision for the school community Create opportunities for parents and carers to show how school based values are being demonstrated at home and the local community, and have celebrations and recognition linked to this Create REACH character stories and ensure all learners have a knowledge and understanding about what this means for them. Create miniature REACH characters to bring these to life supporting everyday behaviours and interactions Promote and embed the whole school "REACH" song in ELC Embed the whole school promoting positive relationships policy within the ELC setting. Create an ELC class charter that is visible, referred to and then fully embedded in the setting.	By Nov 23 By Dec 2023 By Mar 24 By Mar 24 Ongoing By Dec 23	All ELC Staff Head Teacher DHT Copies of V,V A V,V A				
Improve visibility of leaders at all levels and	Increased engagement and participation of staff in the self-	Create ELC parent and child friendly improvement priorities visual, bespoke to improvements needed in ELC	By Nov 23	All ELC Staff Head Teacher DHT		N		

their	evaluation and		By Dec 23	ACC Support		
knowledge, understandin	decision making of the setting.	Develop a clear and well planned self-evaluation calendar where	by Dec 20	Team		
g and skills as lead	Increased staff accountability	the voices of all stakeholders, including children's voices, are		HGIOELC		
practitioners to motivate	Increased	sought and acted upon.		Realising the		
and inspire others, whilst	confidence of staff	Review remits and expectations to ensure clear roles and		Ambition SSSCcodesof		
guiding and managing		responsibilities of all.		practice		
effective pace of change to improve	All staff engage positive with professional learning	Complete a baseline understanding survey of roles and create regular opportunities for reflection leading to improved practice of all.	By Nov 23		N	
	and observations evidence impact of learning in practice	Review of all policies and practices in the setting.	By Dec			
children's experiences		procences in the sering.	23/Jan 24			
Q1.3, HSCS 3.1, 4.1		Plan and deliver staff CLPL around frameworks to support self- evaluation and Realising the Ambition to empower all stakeholders	Ongoing			
		Ensure consistent standards and expectations through developing and embedding robust quality assurance processes			•	
		Create a system for regular auditing and sampling of operational expectations, completed by SEYPS, with further systems in place by HT/ELC	By Dec 23		N	
		Manager to review the quality of audits in place.				
		Complete internal audit of staff development needs.			N	
		Create an ELC Staff Development overview and plan for CLPL sessions			×	
		Plan and deliver staff CLPL session linked to professional code of conduct from registration bodies Ensure well planned and regular SLT/SEYP meetings and learning walks				
		Head Teacher and DHT will use a coaching and modelling approach to increase the pace of change within the setting				
		Develop a system for termly coaching sessions with all ELC				

		staff, including peer coaching resulting in clearly identified actions and next steps Ongoing "in the moment" mentoring and coaching on the staff floor to upskill staff in their practice leading to quality feedback that builds effective relationships that are valued by all staff. All staff to adopt an environment within the setting to lead, plan and deliver progressive, high quality learning experiences.				
Improve the quality to personal plans to ensure they effectively meet learners needs Q1.3, 2.3 HSCS 1.1, 4.1	Data will indicate target setting around learners is positively impacting progress and achievement Increasing staff confidence in creating SMART targets to meet learners needs. All staff engage positive with professional learning and observations evidence impact of learning in practice	Ensure all personal plans are updated and regularly maintained and reviewed through quality assurance processes Create a new format for personal plans that accounts for planning linked to rights of the child and wellbeing indicators Create a WAGOLL Personal Plan and through collaboration a bank of exemplar targets for each wellbeing indicator to support effective target setting Provide practitioners with one to one professional dialogue and feedback to support quality target setting. Plan and deliver staff CLPL session around effective personal plan, what a good one looks like and the Leuven scale of engagement Create pupil friendly Personal Plan targets Complete SOFI style observations of learners to quality assure the mood and engagement of learners in setting is reflected in clear and measurable individual targets. Ensure regular well planned and high quality opportunities for parents and careers to be involved in target setting and contributing to plans to ensure progress for all learners	By Sept 23 By Dec 23 Ongoing By Mar 24 By Mar 24	All ELC Staff Head Teacher DHT ACC Support Team ACC personal planning guidance		

		Create a robust tracking system for monitoring of personal plan targets and outcomes for each key group. Create an observation format and observation guidance paper with clear expectations as well as adopting a focused child approach. Plan and deliver staff CLPL sessions which include: The rights of the child and the wellbeing indicators Understanding of core features of successful observation practice and how these are used to improve and extend learning.	By Mar 24 By Mar 24 By Mar 24		
Improve the knowledge and understandin g of staff to provide quality learning environments that are literacy rich and well planned to enhance spontaneous and purposeful play to support learning and development across all areas of the curriculum enabling learners to reach their full potential Q2.3, 2.3 HSCS 1.1, 1.3, 2.2, 4.1	Data and professional dialogue will indicate increased confidence of staff in planning and resourcing environments to support development. Observations, quality assurance processes and data will show increased engagement and participation of learners in learning environment Learner voice will show improved sense of belonging and that spaces reflect their interests All staff engage positive with professional learning and observations evidence impact of learning in practice	Increase quality and choice of learning experiences including opportunities for creative and investigative play Evaluate play areas through an environment audit and agree minimum expectations including planning for real life experiences e.g. warm and homely spaces. Create visuals to model this and encourage all children to be involved in this experiences. Ensure continuous provision of resource is accessible and well- managed, enabling development of new skills, challenge thinking and to embed concepts. Create spaces within the learning environment that have clear purposes linked to learning and where resources are well stocked and regularly refreshed. Increase quality and choice of learning experiences including opportunities for creative and investigative play Create child friendly visuals for each learning area. Link expectations to values characters and wellbeing indicators.	By Nov 23 By Dec 23 By Mar 24	DHT Head Teacher All ELC Staff Per Capita funding for continuous provision resources and updating current play resources and furniture (£1500)	

		systems to monitor maintenance of this.				
		Plan and deliver staff CLPL linked to enabling high quality environments and Curriculum for Excellence Enable all staff within the setting to visit high quality settings and have at least one take away they will improve and embed in their practice.	By Mar 24 By Mar 24 By Mar 24			
		Continue to ensure there is a balance between adult supported and child initiated experiences within high quality environments and areas in the setting to enable young people to develop their early literacy and communication skills.				
		Extended Leadership Team in ELC, supported by the DHT, to engage in regular dialogue with Group Leads supporting understanding and awareness of numeracy and literacyskill development.			G	
Improve understandin g of play pedagogy focusing on	Increased staff confidence and knowledge and understanding of Early level	Assess staff confidence levels and knowledge and understanding of the curriculum Establish practitioner/teacher style	By Nov 23	All ELC Staff SEYPs		
delivery of the curriculum Q2.3, 2.3 and 3.2 HSCS 1.1, 1.3, 2.2, 4.1	curriculum Observations will indicate support and challenge is	Learning Leads / Planning Partners to improve planning for learning across the curriculum. Develop approaches to planning	By Nov 23 By Nov 23	Seconded Class Teacher DHT Head		
,	leading to meeting of learners needs Increased confidence of parents and careers engaging with child's learning journey	that lead to learning experiences that are meaningful and purposeful by: Plan and deliver staff CLPL linked to Realising the Ambition, responsive and intentional learning, role of the adult and principles of curriculum design	By Dec 23	Teacher ACC Support Team Learning and Teaching Lead	C	
	All staff engage positive with professional learning and observations evidence impact of	Create clear and consistent expectations for planning and assessment – create an ELC Planning Paper.		Realising the Ambition Up, Up & Away		
	learning in practice	Ensure continuity and progression in CFE is evident in planning and that observ ations and assessments are used to inform and plan next steps in learning.				
		Increase opportunities for literacy and numeracy engagement through high quality play	By Dec 23			

		ovporionoos bothindo are and				
		experiences both indoors and outdoors. Create opportunities for protected key group planning time.			•	
		Build on partnership with Family Learning Worker to develop positive relationships with parents and careers and develop a shared understanding of learning	Ongoing			
		Ensure targeted interventions are in place for individual learners, particularly those with ASN	By Mar 24		N	
		Provide CLPL focusing on CIRCLE, Up and Away. Develop and embed the use of CIRCLE in ELC				
		Connect with schools modelling good practice beyond local authority level.	By June 24		•	
		Develop a curriculum that is relevant, support the development of skills and that enables progression by: Establish a peer play network for ELC at ASG level Plan and deliver parental curriculum workshop around Early level curriculum.	By June 24		•	
		Family Learning W orker to support the planning, creation and development of school garden and sensory area Develop an ELC curriculum rationale	By June 24		•	
Ensure the quality of interactions and support from staff	Observations and professional dialogue with learners and staff will show consistent,	Review expectations, understanding and confidence of SEYPs linked to their role and responsibility for Child Protection.	By Nov 23	All ELC Staff ELC Medication Lead		
progress and progress and	positive and warm interactions supporting children's independence skills development.	Ensure robust policies and procedures linked to health, wellbeing, safety and infection control are carefully completed and monitored Ensure toothbrushing is in place	By Dec 23	SEYPS DHT Head Teacher		
Q2.1, 3.1 HSCS	Observations and quality assurance processes will evidence children being fully involved	and that this is regularly monitored. Complete medication audit and review of Medication Policy. Audit of medication procedures to be embedded into quality assurance processes.	By Dec 23	ACC Medication Policy/ Guidance		

Improve the environment to be numeracy and literacy rich where progress across the curriculum is effectively monitored,	Engagement and participation data will improve Data will indicate improved levels of staff confidence in their responsibility of developing early numeracy and literacy skills across the curriculum	engagement sessionlinked to wellbeing indicators and rights of the child. Create opportunities for peer monitoring of interactions with learners Improve the ELC environment with print, signs and labels and encourage positive interactions around these to develop early language and literacyskills by: Plan and deliver staff CLPL around taking a developmental approach to literacy, language and communication Teacher led literacy support and development in the setting two days a week to model good	By Dec 23 Ongoing Ongoing	DHT ELC Support Teacher SEYPS All ELC Staff ACC Support Team Curriculum Lead		
		Create a guidance script for staff linked to questioning to extend and promote learning Develop an understanding of rights based approach to learning in ELC Create regular opportunities for play and stay sessions for parents and carers Plan and deliver parental	By March 24 By June 24			
		developskills and learnings. Ensure opportunities for modelling good interactions during meal times.	By March 24 Ongoing			
	Feedback from learners and parents will demonstrate learners feeling valued, independent and responsible	these in the setting and monitor through robust quality assurance processes. Create a Meal Time visual linked to expectations. Improve opportunities for meal times to be used as experiences to			•	
	in planning of experiences. Increased staff awareness and confidence in using daily routines as rich opportunities to promote attachment and support skills development and progression	Embed the use of new Nappy Guidance and create a visual linked to expectations. Create and build in opportunities for rest time to the routine of the ELC day. Improve staff engagement and interactions during meal times Create a shared understanding for meal time routines and expectation and fully embed	By Mar 24	Toothbrushing support Settingthe Table		

tractice and evaluatedObservations and quality assurance processes will show increased experiences linked to numeracy and 1.3.2.2.4.1Description continually progression through the curriculumOngoing AwayUp. Up & Away02.2.2.3 and 3.2 MSCS 1.1, 1.3.2.2.4.1Create a library area that is resourced with rich books and toys to support positive engagement. Encourage regular opportunities for mark making and nome writing through the provision of multi- sensory resources and experiences.By Mar 24Realising the Ambition0.1.3.2.2.4.1Data will indicate progress of learners through both the curriculumDevelop Story of the Fornight and fully embed in the setting, linked to activities linked to story, songs and mymes that are well planned for and assessed.By Dec 23By Dec 23By Weekly key group visits to the schemasBy Dec 23By Mar 24Importantion relating to SchemasImportantion relating to schemasWeekly key group visits to the cortinight to support early language development and link to parental engagement opportunities.By Dec 23By Mar 24Importantion relating to schemasImportant and progress development and link to parental engagement opportunities.By Mar 24Importantion relating to schemasImportantion relating to schemasImportant and progress development and link to parental engagement opportunities.By Mar 24Importantion relating to schemasImportant and progress development and link to parental engagement opportunities.By Mar 24Importantion relating to
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fortnight to support early language development and link to parental engagement opportunities. By Mar 24 Implement Early Talk Boost Plan a package of support to enhance the universal offer, supported by SALT By Mar 24
Plan a package of support to enhance the universal offer, supported by SALT
Create opportunities for experiences in numeracy and progression beyond number by: Ensure staff are encouraging number development in their interactions.
Create a literacy / numeracy skill of the week or fortnight as a parental engagement activity linked to personal planning/ group planning targets.
Create clear and robust systems for tracking and monitoring of curriculum and developmental progress in ELC through:
Ensure focussed dialogue between Key Group Leads and SLT linked to progress, development and achievement as part of quality assurance processes.

Create a robust system to keep parents updated and involved in their children's progress			
Develop practitioner understanding of what achievement of a level looks like.			
Ensure approaches to planning are flexible yet responsive leading to sustained progress in learning.			
Ensure creative and innovative ways are used to involve children in planning learning and then used consistently in the setting.			