

Westpark Action Plan - How Good is Our Early Learning & Childcare?

Staff in the school and nursery need to develop further their approaches to gathering information from observations or assessments of children's progress. They need to use this information more effectively so that children can build on what they can already do.

2.3 Learning, teaching and assessment Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	RAG
<p>Senior leaders and practitioners should use local authority progression frameworks to plan children's learning and individual next steps. They should improve approaches to measure and check all children's progress.</p> <p>Practitioners need to develop an understanding of how to plan effectively and record children's learning.</p> <p>Practitioners need to plan learning that extends and develops levels of engagement further.</p>	<ul style="list-style-type: none"> PT/SEYP - create a shared vision/guidance material illustrating ELC Westpark planning systems (intentional, responsive and personal planning). ELC team to further develop their knowledge and understanding of the ACC Early Level Progression Pathways. QIO/LL support visits to be offered while developing planning processes. Personal Plans to be updated to include a clear support strategies section. Record keeping linked to Personal Planning to be accurate and kept up to date. SEYP/PT to quality assure. SEYP/PT to ensure learner's Care Plans are up-to-date. 	<p>Practitioners will confidently facilitate both intentional and responsive learning opportunities that offer support and challenge.</p> <p>Personal plans are used effectively to meet learners needs.</p>	May '24	<p>New planning documentation/approaches being developed.</p> <p>Personal Plans now include clear strategy section.</p>	Yellow
			Mar '24		Yellow
			Ongoing		Yellow
			Mar' 24		Green
			Ongoing		Yellow
<p>Practitioners need to develop further their use of open-ended questions to extend and deepen children's learning.</p>	<ul style="list-style-type: none"> Practitioners - use national practice guidance to increase further their knowledge and understanding of the role of the adult to support children's learning. SEYP/PT/LL to observe/support practitioners with a specific 	Practitioners will be able to extend children's learning through use of open-ended questioning.	May '24		Yellow

	<p>focus linked to Realising the Ambition.</p> <ul style="list-style-type: none"> Practitioners to participate in LL training offer linked to quality interactions. (Group reflection tasks.) 1:1 support meetings led by SEYP to be established for all ELC staff. 				
Senior leaders need to improve the availability of digital resources to increase children's digital skills more effectively across the setting.	<ul style="list-style-type: none"> SEYP to share Education Scotland's Digital Learning at Early Level video with full team. https://sites.google.com/ab-ed.org/elcpartners-sharepoint/home/professional-learning/elc-training-aberdeen Audit use of digital technology. Increase the offer, link to intentional planning. Daily use of Seesaw. Practitioners will plan time for children to share the online platform posts with adults and discuss what they are learning through their play. 	<p>Seesaw utilised effectively to increase confidence levels for all learners.</p> <p>Digital resources enhance children's learning.</p>	April ' 24		
ELC team need to ensure the quality of observations are consistently high quality and capture significant learning for every child. Practitioners need to identify clear, appropriate and meaningful next steps for all children.	<ul style="list-style-type: none"> Peer monitoring (within setting/other settings). LL to lead training linked to quality observations. Progression pathways to be used consistently to create meaningful next steps. 	Practitioners will be able to set clear, appropriate and meaningful next steps for all children.	May ' 24		
Practitioners need to develop a shared understanding of national standards through more opportunities for moderation	<ul style="list-style-type: none"> Early Level partnership working to be established with DHT Kingswells, PT Bramble Brae and DHT Quarryhill. 	Increased understanding of national/local standards across Early Level.	March '24	Group established.	Dates set for improvement planning support sessions.

within the school and across the local learning community.	<ul style="list-style-type: none"> - Share/discuss relevant reading materials. - Peer support to improve interactions, spaces and experiences. 				
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3.2 Securing children's progress - Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Stakeholders & timescales	Evidence and confirmed completion	RAG
<p>Tracking of children's progress over time is not yet sufficiently robust to reflect accurately the progress children are making. Senior leaders and practitioners need to gather evidence to improve the accuracy of their professional judgements.</p> <p>Practitioners should improve how they meet these targets to ensure that children make progress in a timely manner.</p>	<ul style="list-style-type: none"> • Tracking and monitoring system to be established. Link to both developmental overviews and E&O benchmarks. • Ensure termly data discussions are undertaken with SLT (Nov, Feb, May). • SEYP/PT to use data to inform planning. 	Shared understanding of tracking system, and increased staff confidence levels linked to achievement of a level, will improve forward planning for individuals and cohorts.	May '24		
The use of targeted intervention data should be more consistently used to identify targets and support for individual children. Senior leaders should ensure identified strategies to support all children who require additional support are consistently used by all practitioners.	<ul style="list-style-type: none"> • Ensure Care Plans/Child's Plans are robust. • Practitioners to identify where further support or challenge is required – link to personal plans. • SEYP/PT to ensure clear interventions are planned, when required, linking with other agencies. 	Quality assurance will confirm all learners needs are being met.	Ongoing		
Most children need more opportunities to regularly write for a purpose.	<ul style="list-style-type: none"> • Continue to evaluate how effective and relevant experiences/spaces are in encouraging choice, 	Learners will benefit from a Literacy and Numeracy rich environment.	Ongoing		
Most children would benefit from opportunities to					

<p>develop their skills in information handling. (Maths/Numeracy)</p>	<p>curiosity, creativity and critical thinking.</p> <ul style="list-style-type: none"> • Ensure environmental print is meaningful. • Consider/evaluate as a team what literacy and numeracy looks like throughout ELC setting (inside & out). • Visit other settings to observe, consider spaces/use of resources. • Develop context areas guide for all practitioners. ('What kind of learning could you see in this area?') 				
<p>Practitioners should continue to develop children's skills in self-regulating their emotions and communicating their needs.</p>	<ul style="list-style-type: none"> • Relationships Policy ensures a shared understanding of techniques/approaches to support learners to manage their emotions. • Supports/strategies will be included in Personal Plans. 	<p>A shared approach will be observed linked to self-regulation & techniques.</p>	<p>June '24</p>		
<p>Increased 'free flow' between inside and outside throughout the day required.</p>	<ul style="list-style-type: none"> • SEYP to continue to guide practitioners in daily routine expectations and address staff deployment concerns directly as required. • Enhanced staffing allocation will ensure free flow availability can increase. SEYP/PT to monitor. 	<p>Pupils will have regular access to inside/outdoors and make choices about their learning environment.</p>	<p>March' 24</p>		
<p>Practitioners should make better use of information and data available, including data related to the setting's socio-economic context.</p>	<ul style="list-style-type: none"> • Planning should be informed by context/community/individual needs. • SEYP/PT to ensure there are improved links with other agencies (Home Start/CFine/HV etc..) 	<p>Contextualised planning evident to support learners.</p>	<p>Ongoing</p>		

	Completed		Due for completion by end of 23/24		Planned for session 23/25
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