

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

Practitioners should build on their very recent, positive start to improving approaches to learning and teaching in the nursery. This will ensure experiences engage, motivate and challenge all learners appropriately.

2.3 Learning, teaching and assessment - Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	RAG
<p>Staff need to improve a few spaces to sustain children's play for longer periods of time.</p> <p>All children would benefit from increased opportunities to apply their skills, test out their ideas and explore their interests in more depth.</p>	<ul style="list-style-type: none"> SEYP/PT/LL to observe/support practitioners with a specific focus linked to Realising the Ambition. (Interactions, experiences and spaces.) Practitioners - use national practice guidance to increase further their knowledge and understanding of the role of the adult to support children's learning. Practitioners to participate in LL training offer linked to quality interactions. (Group reflection tasks.) 	<p>More opportunities for children to deepen and extend their learning.</p>	<p>June '24</p>	<p>Training currently being delivered by locality lead for all nursery staff.</p> <p>The locality lead is supporting observations before the end of the 23/24 session.</p>	<p>Yellow</p>
<p>Further develop new planning approaches.</p> <p>Practitioners should ensure what they know about children's achievements is used to influence their planning for individual children.</p>	<ul style="list-style-type: none"> PT/SEYP - create a shared vision/guidance material illustrating ELC/Quarryhill 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. 	<p>Responsive and planned learning will support children to build on and develop further their skills.</p> <p>Practitioners will confidently facilitate both intentional and responsive learning opportunities that offer support and challenge.</p>	<p>June '24</p> <p>Ongoing</p> <p>April '24</p>	<p>New planning documentation/approaches being developed.</p> <p>The development of shared vision and guidance is currently being developed.</p>	<p>Yellow</p> <p>Yellow</p> <p>Green</p>

<p>Ensure clear strategies that practitioners implement in nursery and parents use at home are documented for all learners.</p> <p>DHT/SEYP should develop processes to track and monitor the progress of children with additional needs more effectively.</p>	<ul style="list-style-type: none"> • All 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. • Practitioners - use national practice guidance to increase further their knowledge and understanding of the role of the adult to support children's learning. • Updated tracking system to be developed. • Tracking system implemented. • SEYP/DHT/PT to track and monitor progress of learners with additional needs. 	<p>Personal plans are used effectively to meet learners needs.</p> <p>Learners strengths and areas for development are clearly tracked and monitored.</p> <p>Tracking systems inform planning.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>June '24</p> <p>Aug '24</p> <p>June '24</p>		
<p>Most practitioners do not yet consistently record children's significant learning and the skills children need to develop next. Records of learning do not always accurately reflect children's progress over time. The quality, and use of staff's observations and identification of next steps needs to improve.</p>	<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. DHT/SEYP to quality assure. 	<p>Children's next steps in learning will better influence the planning of spaces, experiences and interactions.</p> <p>Practitioners will identify clear, appropriate and meaningful next steps for all children.</p>	<p>Aug '24</p> <p>May' 24</p> <p>Ongoing</p>	<p>Visits to other setting have taken place and there are more planned for term of 24/25.</p>	
<p>DHT/SEYP to provide more opportunities for moderation within the school and across the local learning community.</p>	<ul style="list-style-type: none"> • Early Level partnership working to be established with DHT Kingswells, PT Bramble Brae and DHT Quarryhill. <ul style="list-style-type: none"> - Share/discuss relevant reading materials. 	<p>Increased understanding of national/local standards across Early Level.</p>	<p>March '24</p>	<p>Group established.</p> <p>Dates set for improvement planning support sessions. Several have already taken place.</p>	

	- Peer support to improve interactions, spaces and experiences.				
--	---	--	--	--	--

3.2 Securing children’s progress – Satisfactory

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Stakeholders & timescales	Evidence and confirmed completion	RAG
All children would benefit from increased opportunities to mark make for a purpose.	<ul style="list-style-type: none"> Practitioners to offer opportunities for learners to re-tell stories using resources and materials and to create and share their own books and stories. Ensure environmental print is meaningful. Outdoor environment provides opportunities to mark make. Indoor environment ensures there are a variety of different opportunities to mark make. Audit tools to be used by all staff to ensure we are offering a Literacy rich environment. 	Children will have more opportunities to regularly write for a purpose. Increased confidence when mark making.	Ongoing	Staff exploring appropriate audit tools.	
			August '24		
			Ongoing		
			Ongoing		
			June '24		
A clear system to track children’s progress over time needs to be further developed.	<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.	Aug '24	May tracking period has involved professional dialogue around the achievement of a level.	
			Nov, Feb. May		
			Ongoing		

	<ul style="list-style-type: none"> DHT to analyse data to identify trends/areas for improvement. 		Nov '24		
Most children would benefit from a wider range of more challenging numeracy and mathematics experiences through play and real-life contexts.	<ul style="list-style-type: none"> Continue to evaluate how effective and relevant experiences/spaces are in encouraging choice, curiosity, creativity and critical thinking. Consider/evaluate as a team what 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?') 	Learners will benefit from a Numeracy rich environment.	Ongoing		
			Ongoing		
			July '24	Several visits have already taken place and further visits planned.	
			Oct '24		
All children would benefit from continued use of the language of wellbeing to help them express and understand how they feel.	<ul style="list-style-type: none"> Relationships Policy ensures a shared understanding of techniques/approaches to support learners to manage their emotions. Increased opportunities/use of stories/activities linked to emotions/feelings. Focus - strategies to support practitioners linked to Emotion Coaching approaches. 	Children will express how they feel with increased confidence.	June ' 24	SLT to review relationships policy to ensure it meets the needs of the ELC setting and its learners.	
			Ongoing		
		Staff to complete the Emotion Coaching training provided by ACC.	Dec '24		
Most children are ready for increased leadership opportunities across their nursery experiences.	<ul style="list-style-type: none"> Practitioners to audit current opportunities for learners to take on leadership opportunities. Share ideas/agree plans to increase opportunities. 	Learners will further develop confidence from increased leadership opportunities.	Aug '24		

