



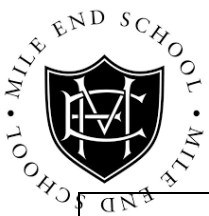
Early Learning and Childcare Setting					
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	RAG
What do we hope to achieve?	How will we know this has been achieved?  <i>What evidence will we have?</i>	What do we need to do?		Who and what is required?  (including cost/fund)	
<b>1.2 Leadership of Learning – NIF Priority</b> - Placing the human rights and needs of every child and young person at the center of education					
More involvement and sharing of practice within our own wider school setting and other settings and professionals	<ul style="list-style-type: none"> <li>• Links built up with Trio School nursery staff.</li> <li>• Practice shared and ideas and discussions had on a professional level.</li> <li>• Minutes of meetings, records of discussions kept</li> <li>• EYPs to be given the opportunity to visit other settings during school holidays</li> <li>• Develop more links with school opportunities for celebrating achievement–POW, values awards, assembly</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships of SEYPs put into place.</li> <li>• SEYPs meet termly to discuss improvements and share innovative practice</li> <li>• EYP/SW visits arranged to other settings during holidays</li> <li>• Attend city wide training</li> <li>• Participate in termly SEYP locality meetings</li> </ul>	By June 25	SEYP Lead	



<b>2.3 Learning, teaching and assessment – NIF Priority - Improvement in attainment, particularly in literacy and numeracy</b>					
<p>New planning format created to ensure both intentional planning and responsive planning is relevant, adapting to pupil need. Planning bundles linked to school context for learning Our Worlds</p> <p>Embed and monitor new planning to ensure and record coverage across the curriculum .</p>	<ul style="list-style-type: none"> <li>Using city format for planning – intentional planning and responsive planning</li> <li>Journey of learning can be seen in Seesaw shared with parents</li> <li>Planning linked to Our World contexts for learning</li> <li>Children can share the story of their learning in discussion</li> </ul>	<ul style="list-style-type: none"> <li>DHT and SEYP training in new city planning format</li> <li>Staff meeting to introduce city wide planning format</li> <li>Weekly senior/DHT meeting to ensure shared understanding and knowledge of planning</li> <li>Develop staff responsibility structure for senior to mentor/quality assure EYP and support worker</li> <li>Senior/EYP fortnightly check in to quality assure planning</li> <li>Ongoing reviews of planning by DHT/SEYP</li> </ul>	<p>Sept 24</p> <p>Sept 24</p> <p>Ongoing from Oct 24</p> <p>Nov 24</p> <p>In-service</p> <p>Complete embedded by</p> <p>June 25</p>	<p>DHT Lead</p> <p>SEYPs support then lead to EYP/SW</p>	
<p>Staff quality interactions with the children focusing on learning, curiosity,</p>	<ul style="list-style-type: none"> <li>Develop and implement checklist to highlight criteria to evidence quality interaction</li> </ul>	<ul style="list-style-type: none"> <li>In-service to look at what makes a quality interaction, using Realising The Ambition, Setting The Table.</li> </ul>	<p>May in-service</p> <p>May In Service</p>	<p>DHT Lead</p> <p>SEYPs support then lead to EYP/SW</p>	



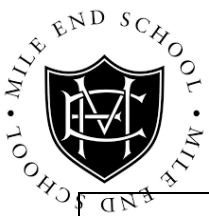
<p>confidence and creativity.</p>	<ul style="list-style-type: none"> <li>• From intentional planning, staff will observe and form next steps for next intentional planning block.</li> <li>• Responsive planning adapting interactions to increase learner engagement/involvement.</li> <li>• Observation of staff and EYPs on the floor by DHT and SEYPs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop checklist linked to Leuven scale for engagement/involvement</li> </ul>			
<p>With knowledge and information from new planning in place, establish and review new individualized tracking system for every child in literacy, numeracy and HWB</p> <p>Develop use of Seesaw to share children's progress with parents/carers</p>	<ul style="list-style-type: none"> <li>• Tracking of Literacy, numeracy and HWB for every child.</li> <li>• Tracking individuals for developmental milestones for every child</li> <li>• Keyworkers able to discuss child's learning and targets/next steps</li> <li>• Information on next steps shared with parents through Seesaw</li> <li>• Seesaw posts monitored by SEYP/DHT to ensure quality of posts focusing on learning, pupil voice and parental engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a system to track progress for literacy, numeracy, health and wellbeing</li> <li>• Adopt ACC tracking overviews for recording developmental milestones for every child.</li> <li>• Develop staff understanding of early level curriculum through intentional planning.</li> <li>• Time given to staff to discuss targets for individuals with SEYPs</li> <li>• Establish clear expectations for Seesaw posts focused on learning, pupil voice and parental engagement. 'Ask Me' statements</li> </ul>	<p>Introduce Feb 25 In Service</p> <p>Embed all by June 25</p> <p>Nov 24</p>	<p>DHT Lead</p> <p>SEYPs support then lead to EYP/SW</p>	



	<ul style="list-style-type: none"> <li>• Termly review of selection of individual trackers and See saw profiles by DHT/SEYPs</li> <li>• Intervention tracker created to monitor interventions and plans across nursery children</li> </ul>	<p>will be used to encourage parental engagement and family learning.</p>			
--	--	---	--	--	--

**3.1 Ensuring Wellbeing, equality and inclusion**

<p>Better understanding of presenting behaviours for staff and children.</p> <p>Staff to feel confident in adapting the environment and interactions to support children who are experiencing big emotions.</p>	<ul style="list-style-type: none"> <li>• Children are checking in daily to identify their emotion</li> <li>• Children are learning strategies through use of the Zones of Regulation in the context of Colour Monster stories to understand and name their feelings and actions</li> <li>• Children are better able to effectively regulate/co-regulate using strategies in an age appropriate way</li> <li>• Up, Up and Away toolkit is effectively being used to identify possible modifications to the</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce daily emotional check in linked to zones of regulation through Colour Monster stories.</li> <li>• Introduce a variety of emotion through story and discuss appropriate response to a range of emotions using colour monster storybooks as stimulus.</li> <li>• Introduce the Up, Up and Away Circle toolkit to understand behaviour. Using the toolkit to identify possible adaptations environment to improve learning, teaching and assessment. – physical environment, social environment, routine, motivation and skills</li> <li>• Implement toolkit for individual children who are presenting with behaviours that could be supported through the toolkit.</li> </ul>	<p>Nov 24</p> <p>Sept 24</p> <p>May in-service 25</p> <p>May 25 onwards</p>	<p>SEYP Lead</p> <p>DHT Lead</p> <p>SEYPs support then lead to EYP/SW</p>	
---	--	---	---	---	--



	learning environment to support positive interactions				
--	---	--	--	--	--