

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: HMIE assessed as Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Timescales	Evidence and confirmed completion	Next Steps
<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>	<p>May '24</p> <p>Mar '24</p> <p>Ongoing</p> <p>Mar' 24</p> <p>Ongoing</p> <p>Ongoing</p>	<p>This is being reiterated from time to time – working with LA to finalise new planning – May 24</p> <p>Seniors meet re planning May 24 – shared understanding of planning requirements – audit using bullet points – May 24</p> <p>New planning documentation/approaches developed.</p> <p>Shared vision/guidance material illustrating ELC Westpark planning systems (intentional, responsive and personal planning).</p> <p>Personal Plans now include clear strategy section. Regular checks with parents and updated plans. QA calendar for review dates.</p>	<p>Senior leaders and practitioners will continue to develop use of local authority progression frameworks to plan children's learning and individual next steps.</p> <p>They will continue to improve approaches to measure and check all children's progress.</p> <p>Senior leaders will continue to provide staff support to help them to develop a clearer understanding of how to plan effectively and record children's learning.</p> <p>As planning processes continue to be implemented, it will be important to ensure they meet the learning needs of all children</p>

Practitioners need to develop further their use of open-ended questions to extend and deepen children's learning.	<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 focus linked to Realising the Ambition. 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. Staff to formulate Westpark question steps to use when interacting with learners. 	Practitioners will be able to extend children's learning through use of open-ended questioning.	May '24	<p>HLP resources accessed and training provided – to support questioning alternatives – Feb 24</p> <p>Observation and recording input from LL – May 24</p> <p>QA work on spaces, experiences and interactions May 24</p> <p>QA work on See Saw posts with ELC staff – May 24</p> <p>Support sessions established – records of meetings and actions from these.</p>	Practitioners will continue to develop further their use of open-ended questions to extend and deepen children's learning.	
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>	May '24	<p>Staff watched digital learning video – feedback collated –May 24</p> <p>Children can independently access seesaw through QR codes to upload posts (with supports)</p>	Senior leaders will identify additional digital resources and strategies to increase children's digital skills more effectively across the setting.	

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. In-house training on quality observations using Ed Scotland resources QA of observation posts and 1-to-1 support 	Practitioners will be able to set clear, appropriate and meaningful next steps for all children.	May '24	PT/SEYP QA dip samples undertaken/supporting staff to improve. LL training May 24 Framework for high quality observations	Staff will continue to develop their observation and interaction practices to extend learning and contribute meaningfully to ongoing planning.	
Practitioners need to develop a shared understanding of national standards through more opportunities for moderation within the school and across the local learning community.	<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. Peer support to improve interactions, spaces and experiences. 	Increased understanding of national/local standards across Early Level.	March '24	Group established. Dates set for improvement planning support sessions. Moving through stages: play and play environment – moving to role of adult	Staff will continue to engage in professional learning, further exploring the role of the adult in supporting learning through play. This will help staff to support and extend children's learning.	

3.2 Securing children's progress – HMle assessed as Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Stakeholders & timescales	Evidence and confirmed completion	Next Steps	
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. Practitioners should improve how they meet these targets to ensure	<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. Termly working in partnership meetings with families to set targets and update care plans/strategy forms. 	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	Developing spreadsheet of progression pathways for Numeracy, literacy and H&WB to sit alongside HLP developmental tracker 3s and 4s. This is to inform termly data discussions following May 24 meeting – May 24 Termly targets set with parents	QA work will focus on the use of planning and tracking to inform planning and improve progress towards benchmarks. SEYP will liaise with peer SEYP in ASG to identify strong practice	

that children make progress in a timely manner.						
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 (audit) • 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. • SEYP to report back to nursery staff regarding input from outside agencies (e.g. physio for EA+EA) 	Quality assurance will confirm all learners needs are being met.	Ongoing	<p>Target support group established – Talk B. - in see saw (Circle time - TB)</p> <p>Strategy sheets added to each child and shared with all staff together – April 24</p>	<p>Senior leaders will ensure identified strategies to support all children who require additional support are consistently used by all practitioners; regular supportive discussions in 1-to-1 meetings.</p> <p>Ensure more consistency in how supports are delivered and data gathered to evaluate effectiveness.</p>	
Most children would benefit from opportunities to develop their skills in Literacy & Numeracy	<ul style="list-style-type: none"> • Continue to evaluate how effective and relevant experiences/spaces are in encouraging choice, curiosity, creativity and critical thinking. • 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?') LL – support use of audit tools. 	Learners will benefit from a Literacy and Numeracy rich environment.	Ongoing	Within continuous provision. Audited May 24.	<p>Through play provocations & targeted skill development, all children will benefit from opportunities to develop their skills in information handling. (Maths/Numeracy)</p> <p>Numeracy rich environment audit tool will be used to record and inform improvements.</p>	

Practitioners should continue to develop children's skills in self-regulating their emotions and communicating their needs.	<ul style="list-style-type: none"> Relationships Policy ensures a shared understanding of techniques/approaches to support learners to manage their emotions. EPS - Emotion Coaching Training to be undertaken by all staff. Supports/strategies will be included in Personal Plans. 	A shared approach will be observed linked to self-regulation & techniques.	June '24	<p>Revisit relationships policy – August 24</p> <p>Support strategy sheet developed for each child to inform how all staff support each child appropriately</p> <p>Stage 1 emotion coaching started – to be completed in May 2025</p>	<p>Develop spreadsheet of key milestones for 3 and 4 year olds, to track individual progress, to identify any concerns and plan to meet needs.</p> <p>Practitioners will continue to develop children's skills in self-regulating their emotions and communicating their needs through emotion coaching.</p>	
Increased 'free flow' between inside and outside throughout the day required.	<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. 	Pupils will have regular access to inside/outdoors and make choices about their learning environment.	March' 24		<p>Develop spreadsheet of key milestones for 3 and 4 year olds, to track individual progress, to identify any concerns and plan to meet needs.</p> <p>Practitioners will continue to develop children's skills in self-regulating their emotions</p>	

					and communicating their needs through emotion coaching.	
Practitioners should make better use of information and data available, including data related to the setting's socio-economic context.	<ul style="list-style-type: none"> Planning should be informed by context/community/individual needs by inviting families invited to monthly 'Coffee & Chat' meetings, to fill out questionnaires focused around information gathering and improvement. SEYP/PT to ensure there are improved links with other agencies (Home Start/CFine/HV etc 	Contextualised planning evident to support learners.	Ongoing	SIMD input	<p>Practitioners will make better use of information and data available, including data related to the setting's socio-economic context.</p> <p>Senior leaders and practitioners will develop further how work to close the poverty related attainment gap is measured.</p>	