

PRIORITY 1: Meeting the needs of all learners			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>Quality Assurance Guidance 2002 and the A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland underpin our practice in Law PS Nursery.</p> <p>Practitioner Pedagogy</p> <ul style="list-style-type: none"> Develop a shared pedagogical understanding across the nursery team based on current best practice, guidance and documentation 'Adventures with Alice' Adventures with Alice – Alice Sharp Continue to develop the environment with provocation and invitation to investigate, be curious, creative, challenge and problem solving for children. Ensure that there is a consistent understanding and working knowledge of Realising the Ambition across the nursery team Engage in STEM/Provocations & Invitations training. Practitioners to develop their practice by identifying training courses offered by ELC as well as highlighting professional reading e.g. Early Learning and Childcare - Family Learning (google.com) Realising the Ambition, Section 5 	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> Curriculum – Meeting the Needs of All Learners Wellbeing, Equality and Inclusion Leadership <p>NIF Driver</p> <ol style="list-style-type: none"> School leadership Teacher professionalism (practitioner) Parental engagement Assessment of children's progress School improvement Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships 	<p>DHT/CM & SEYPs begin process with all staff August in-service days</p> <p>Regular liaison with Support Teacher, Marianne McCron</p>	<ul style="list-style-type: none"> Planned learning and experiences are based upon increased pedagogical knowledge. Children are provided with higher quality learning opportunities and interactions. Practice is improved through increased staff knowledge of national guidance e.g. Realising the Ambition and current expectations. Early Learning and Childcare - Family Learning (google.com) Guidance for High Quality Reporting and Tracking The learning environment provides this through provocation and invitations to investigate, be curious, be creative, challenge and problem solve for children – 'The Six Golden Threads of Pedagogy'

Planning – Observing - Recording – Tracking – Reporting Cycle

- Create consistent understanding and expectations across the staff team
- Develop accurate and appropriate tracking for individuals tailored to their needs, recording their achievements against ELC Frameworks and CfE Es & Os
- Quality feedback to practitioners from monitoring/moderation planned for in the Quality Assurance Calendar.

Learning Targets

- Create individualised learning targets for children
- Identify relevant targets/next steps
- Improve engagement with families and encourage parents/carers in children’s learning and development
- Share and celebrate success and achievement in nursery and at home

Self-Evaluation and Quality Assurance

- Senior leaders support staff development through PRDs, and shared expectations develop through monitoring and moderation
- Staff are leaders in learning – each member of staff chooses/ has a shared responsibility for developing part of the NIP, enabling all staff to lead in continuous improvement

DHT/CM & SEYPs begin process with all staff August in-service days

CM, SEYPs and practitioners – on-going

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- Enable staff team to make tracking an integral part of our recording and reporting cycle
- Use data to address the early attainment gap.
- Use the process as a tool to enhance early intervention and meet the needs of all of our learners
- Scheduled moderation allows the staff team to gain confidence in the cycle and improve learning opportunities for all
- Needs-led and rights-based learning opportunities support inclusion

- Improve the quality of learning journals and enable children to have greater ownership of the content of their record of learning
- Parents and carers have a greater insight into their child’s progress and achievement therefore enabling them to work in partnership with the nursery team
- Increased accuracy in the creation of next steps which leads to more definite, targeted and responsive planning

- Using the scrutiny and improvement toolbox within ‘A quality framework for daycare of children, childminding and school-aged childcare’ enables the nursery to achieve higher standards of provision, practice and outcomes for the children

<ul style="list-style-type: none">• realisingtheambition.pdf (education.gov.scot) Section 7: Ensuring quality through critically reflective practice			<ul style="list-style-type: none">• Using the features of HGIOELC highly effective practice and challenge questions as measures for developing best practice across the setting. Opportunities for children are more consistent and appropriate

PRIORITY 2: Wellbeing, Equality and Inclusion			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>Shared understanding of Children’s Rights into the nursery community</p> <ul style="list-style-type: none"> Embed the 4 general principles of children’s rights into our practice: <ol style="list-style-type: none"> Non-discrimination Best interest of the child Survival and development Respect for children’s views <p><u>Child Rights The Rights of Children and Young People - CYPCS</u></p> <ul style="list-style-type: none"> Continue to develop UNCRC voice of the child and children’s participation in decision-making in the nursery Provide family learning opportunities to improve parent/carer knowledge of the rights of the child 	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> Curriculum – Meeting the Needs of All Learners Wellbeing, Equality and Inclusion Leadership <p>NIF Driver</p> <ol style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships 	<p>All staff lead by Jess Stockford and Nicole Porter, SEYPs</p> <p>Regular planning meetings with staff to drive improvement</p> <p>DHT, CM & SEYPs begin process with all staff August in-service days</p>	<ul style="list-style-type: none"> Children understand that their rights are central to everyday experiences and relationships enabling them to know they have the right to be safe, to play and be loved The staff team know the expectations within the nursery of how they interact with children and each other All staff are fully conversant with the 4 general principles GIRFEC underpins enhanced practice and the staff team appreciate the links between GIRFEC, UNCRC and national guidance An early years and childcare culture and ethos promotes inclusion, participation and learning We know that positive outcomes for children and families are realised in our nursery as we uphold the rights of the child Shared language of agreed values apparent in nursery with evidence in planning, learning journals and in the recognition of success Transition to Primary 1 enhanced through common values and aims Families understand and promote the values through the multi-generational link
<p>Vision, values and aims</p> <ul style="list-style-type: none"> To unite staff team through the development of a shared vision, values and ethos – Respect, Determination and Kindness To involve learners and families in this area of development to re-establish the foundations of our learning community. 			

<ul style="list-style-type: none"> • To use this as a first step towards building a firm foundation of shared pedagogy and curriculum rationale • Re-engage with parents and carers to create a shared ethos and help them to become more involved in their child’s nursery experience <p>Manage transition to new build ‘Law Early Years Centre’</p> <ul style="list-style-type: none"> • Prepare children and staff for transition to the new nursery building – Aug-Dec 2022 • Celebrate leaving Law PS nursery • Use 5Cs to plan for transition ensuring that children and families are well informed: Child-centred – Communication - Consistency – Collaboration – Culture (Realising the Ambition Section 8: Transitions Matter to Me) • Refer to Scottish Early Childhood and Families Transition Statement Scottish Early Childhood and Families Transitions Statement Self-evaluation National Improvement Hub (education.gov.scot) recognising that this significant transition can be an opportunity for change. • All practitioners will engage with ELCC East Lothian transitions Early Learning and Childcare - Family Learning (google.com) Guidance for High Quality Transition within Early Learning and 		<p>DHT lead with SEYP support All practitioners involved and consulted</p>	<p>and the connection between nursery and school</p> <ul style="list-style-type: none"> • Parents and carers welcomed back into the nursery building for drop-off times and ‘stay and play’ sessions • The staff team focus on play, pedagogy, curriculum and reflection support the children through this time of change. • Children, their families and staff participate in the process through consultation which ensures equity and appropriate support • Close liaison with the architecture and building teams ensure that the children and staff needs are met
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Childcare to support the transition process			

PRIORITY 3: Developing stronger leadership skills within the nursery staff team			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p>Reflect on SLT ETLoL learning and use practical strategies to:</p> <ul style="list-style-type: none"> • Ensure within the nursery leadership team • Structured PRDs focusing on accurate self-perception and development actions to increase leadership skills and attributes • Define roles and remits – DHT/CM & SEYPs • Deepen collaborative dialogue through more regular meetings and defining timescales and deadline • Vikki Henderson - Leadership Academy participation • Nicole Porter – reflect on ‘First Steps into Leadership’ learning and make this evident in practice 	<p>Service Improvement Plan</p> <ul style="list-style-type: none"> • Curriculum – Meeting the Needs of All Learners • Wellbeing, Equality and Inclusion • Leadership <p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> • Leadership • Learning • Relationships 	<p>DHT/CM/SEYPs</p> <p>Weekly meetings with actions and follow-up. All staff more accountable for actions and deadlines</p> <p>Vikki Henderson, EYP throughout 2022-23</p>	<ul style="list-style-type: none"> • Increased competence and capacity within the nursery leadership team facilitates improved planning and learning with a strong emphasis on attainment • The staff team has greater confidence in the leadership team

