

Framework for Centre Improvement Planning 2022/23

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Lennoxtown Early Years Centre
Head Teacher / Head of Centre	Rona Coughlan, Angie Ross
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our children, staff, parents and the community will work together to provide a happy, safe and nurturing learning environment for all.</p> <p>It is our aspiration that all of our pupils are given every opportunity to achieve their full potential and in doing so are motivated and confident in meeting the challenges of learning, life and work.</p> <p>Our Values:</p> <p>Co-operation Creativity Honesty Inclusion Kindness Respect</p>

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	<b>Looking Forwards – 3 Year Improvement Plan Priorities</b> Bullet point key priorities for the next 3 years		
<b>Session</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
<b>Priority 1</b>	Health & Wellbeing	Health & Wellbeing	Health & Wellbeing
<b>Priority 2</b>	Family Learning / Parental Engagement	Family Learning / Parental Engagement	Family Learning / Parental Engagement
<b>Priority 3</b>	Pedagogical Practice	Pedagogical Practice	Pedagogical Practice

<b>Section 2: Improvement Priority 1</b>	
<b>Early Years Centre</b>	Lennoxtown Early Years Centre
<b>Improvement Priority 1</b>	Improving Health and Wellbeing
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Rona Coughlan, Angie Ross, Health & Wellbeing Champion

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOELC QIs</b>	<b>EDC Service Plan 2021-24</b>
Improvement in children and young people's health and wellbeing	curriculum and assessment school and ELC improvement	QI 2.3 Learning, Teaching & Assessment QI 3.1 Ensuring wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"><li>✚ Champion Roles eg. Makaton</li></ul>	<ul style="list-style-type: none"><li>✚ Boards with board maker visuals</li></ul>

  

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"><li>✚ Emotion Works</li><li>✚ Makaton</li><li>✚ BA Degree in Childhood Practice</li><li>✚ Postgraduate Diploma in Childhood Practice &amp; Leadership</li></ul>	<ul style="list-style-type: none"><li>✚ See Priority 2 – 2022-2025</li></ul>

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
		What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Staff have an understanding of the nurture principles and how behaviour impacts on development.	Staff questionnaire on nurturing principles with a focus on all behaviour is communication and behaviour is understood developmentally. Pre and post.	<ul style="list-style-type: none"> <li>Pre, interim and post questionnaires.</li> <li>Questionnaire data collated and measured</li> </ul>	<ul style="list-style-type: none"> <li>June 2022.</li> <li>January 2023.</li> <li>May 2023</li> <li>May 23</li> </ul>	
	Emotion Works Awareness session for staff (join school team for training).	<ul style="list-style-type: none"> <li>Pre &amp; post evaluative questionnaires</li> <li>Individual practice</li> </ul>	<ul style="list-style-type: none"> <li>August 2022</li> </ul>	

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	<p>Introduce 'Emotion words' to the children by introducing the daily emotional check-in board.</p> <p>Check in board to be visible on nursery floor – one board per key worker group showing <i>happy, sad, okay, angry and tired</i> board maker symbols.</p>	<ul style="list-style-type: none"> <li>Children demonstrating an understanding of their own emotions</li> <li>Staff will collate the data from children's choice boards on how they are visually expressing their arrival at ELC.</li> <li>GIRFEC challenge questions – (RTA section 3)</li> </ul>	<ul style="list-style-type: none"> <li>August 22-May 23</li> <li>Ongoing</li> </ul>	
	<p>Emotion exposure and learning through key worker activities, visuals in and around the environment staff modelling emotion language.</p>	<ul style="list-style-type: none"> <li>Children demonstrating an understanding of their own emotions</li> <li>Children using emotion language</li> <li>Children self-regulating</li> </ul>	<ul style="list-style-type: none"> <li>Implemented August 2022</li> <li>Measured May 2023</li> </ul>	
<p>Supporting children to learn Makaton more so where there are barriers to communication.</p>	<p>Staff ensure when using emotion language they demonstrate the Makaton sign to match.</p>	<ul style="list-style-type: none"> <li>Children confidently expressing their emotions using makaton</li> </ul>	<ul style="list-style-type: none"> <li>Implementation August 2022</li> <li>Measured - Ongoing</li> </ul>	

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Children feeling more relaxed/calm and ready to learn.  Children's anxiety levels reduced	Planning for the environment and experiences support the development of emotional literacy and self-regulation. For example, introduction of massage baskets in each room, multi-sensory approaches to learner engagement.	<ul style="list-style-type: none"> <li>Health &amp; Wellbeing early level progression pathways</li> </ul>	<ul style="list-style-type: none"> <li>Implementation July 2022</li> <li>Measured - Ongoing</li> </ul>	
Supporting children with ASN.  Giving children space an alternative when feeling overwhelmed or are struggling to regulate.	Identifying a quiet space within the centre that has the potential to develop a sensory room. Apply to the inclusion fund to fund the sensory room.		<ul style="list-style-type: none"> <li>Identified June 2022</li> <li>Apply for funding October 2022</li> </ul>	
Staff Wellbeing	Reintroduce the staff 'shout out' wall to celebrate individual staff achievements and success.	<ul style="list-style-type: none"> <li>Staff confidence</li> </ul>	<ul style="list-style-type: none"> <li>Implementing August 2022</li> </ul>	
	Support staff wellbeing through the PDR process.	<ul style="list-style-type: none"> <li>PDR paperwork</li> </ul>	<ul style="list-style-type: none"> <li>Final PDR'S – June 2022</li> <li>Interim PDR's August 2022</li> </ul>	

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	Introduce wellbeing check-ins with SLT using QR code.	<ul style="list-style-type: none"> <li>The number of staff using the check ins.</li> <li>Check-in minutes</li> </ul>	<ul style="list-style-type: none"> <li>Implementing August 2022</li> </ul>	
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Section 2: Improvement Priority 2	
<b>Early Years Centre</b>	Lennoxton Early Years Centre
<b>Improvement Priority 2</b>	Family Learning / Engagement
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Rona Coughlan, Angie Ross, Nancy Temporal, Natalie Andrews, Adam Stubbs.

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in attainment, particularly in literacy and numeracy.	parent / carer involvement and engagement	QI 2.5 Family Learning QI 3.2 Ensuring children's progress Choose an item.	Improvement in attainment in literacy Improvement in attainment in numeracy

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Opportunities for Leadership	Resource Requirements
Family Learning Champion	Floor books Space to hold workshops

  

Professional Learning	Parental Engagement and Involvement
Triple P Families Connect	See Priority 2 – 2022-2025  Identify any potential barriers to engagement eg. Transport, childcare, disability.



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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<ul style="list-style-type: none"> <li>Outcomes for learners.</li> </ul>	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Having a baseline to determine the stage of learning required.	Parent questionnaire on how confident they are at helping their child label emotions and supporting their child to deal with emotions.		<ul style="list-style-type: none"> <li>September 2022</li> <li>February 2022</li> </ul>	
Early intervention and prevention.  Enable parents to learn how to support their children's learning.	Parental workshops for families on emotional literacy (specified vocabulary)	<ul style="list-style-type: none"> <li>Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>October 2022</li> </ul>	
Families having an understanding of SHANARRI.	'SHANARRI Bear'	<ul style="list-style-type: none"> <li>Number of parents engaging</li> <li>SHANNARI floor book</li> <li>Feedback</li> </ul>	<ul style="list-style-type: none"> <li>August 2022</li> </ul>	

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Promoting intergenerational learning.  Provides improved outcomes for families. (Family Learning Review, 2016)	Parental literacy workshop – ‘Word Aware’, ‘Concept Cat’	<ul style="list-style-type: none"> <li>• Literacy Pathways</li> <li>• Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• March 2023</li> </ul>	
Breaking inter-generational cycles of deprivation and low attainment  Provides improved outcomes for families. ( Family Learning Review, 2016)	Parental numeracy workshop	<ul style="list-style-type: none"> <li>• Numeracy Pathways</li> <li>• Seal</li> <li>• Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• November 2022</li> </ul>	
Keeping parents updated on nursery information.	Talking News		<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
Partnership approach where parents are confident to upload achievements & learning from home leading to improved outcomes.	<p>Learning journal workshop</p> <p>Better use of learning journals to engage parents so that they feel confident that they know what their children are learning.</p>	<ul style="list-style-type: none"> <li>• Moderating Learning Journals</li> </ul>	<ul style="list-style-type: none"> <li>• October 2022</li> <li>• February In-Service</li> </ul>	

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Empowering parents to have a sense of ownership within the nursery community.	Parents Self-Evaluation Group	<ul style="list-style-type: none"> <li>Observations of practice linked to HGIOELC</li> <li>Parents feedback</li> </ul>	<ul style="list-style-type: none"> <li>May 2023</li> </ul>	
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Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	Lennoxtown Early Years Centre
<b>Improvement Priority 3</b>	Learning, Teaching and Assessment – Methods of Documentation
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Rona Coughlan, Angie Ross, Natalie Andrews, Nancy Temporal, Adam Stubbs

NIF Priority	NIF Driver	HGIOELC Qis	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	teacher and practitioner professionalism curriculum and assessment	QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

**Framework for Centre Improvement Planning 2022/23**

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>
Literacy Champion Numeracy Champion	Floor Books Time Journals

<b>Professional Learning</b>	<b>Parental Engagement and Involvement</b>
<ul style="list-style-type: none"> <li>• Child-Centred</li> <li>• Triangulation of documentation</li> <li>• SEAL</li> <li>• Leuven Scale</li> <li>• 15 Core Texts</li> <li>• Realising the Ambition – Section 4 – Challenge questions, 5 – Early childhood curriculum &amp; 6 – Putting pedagogy into practice</li> <li>• Self-Evaluation (HGIOELC)</li> <li>• CFE – Building the Curriculum 5</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Journals</li> <li>• Literacy</li> <li>• Numeracy</li> <li>• Self-Evaluation Workshops</li> </ul>

<b>Outcomes/Expected Impact</b>	<b>Tasks/Interventions</b>	<b>Measures</b>	<b>Timescale(s)</b>	<b>Progress</b>
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles.	What ongoing information will demonstrate progress? Identify qualitative,	What are the key dates for implementation?	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
	Professional Learning Learning and Teaching interventions	quantitative, evaluative pre and post measures	When will outcomes be measured?	
Responsive and intentional planning, improving individual learning.	Introduce new planning support documents  Enhance approaches to tracking  Embed progression pathways in 3-5 room.	<ul style="list-style-type: none"> <li>• Progression Pathways</li> <li>• Learning Journals</li> <li>• SEAL</li> </ul>	<ul style="list-style-type: none"> <li>• August 2022 – June 2023</li> <li>• August 2022</li> </ul>	
The learning will have breadth, depth & challenge.	Staff trained in triangulation of children's learning taking account of learning pathways, skilled observations and learner outcomes. (ELFS) guide	<ul style="list-style-type: none"> <li>• Planning Walls</li> <li>• Floor Books</li> <li>• Learning Journals</li> </ul>	<ul style="list-style-type: none"> <li>• In-Service August 2022</li> </ul>	
Improve numeracy outcomes and attainment.	SEAL approaches to be used diagnostically to support planning for learner experiences – Adult led, Child initiated...	<ul style="list-style-type: none"> <li>• Progression Pathways</li> <li>• Learning Journals</li> <li>• Numeracy Floor book</li> </ul>	<ul style="list-style-type: none"> <li>• August 2022</li> </ul>	
Facilitation of play pedagogy.	Leuven scale records for individual children on staged intervention; children's voice	<ul style="list-style-type: none"> <li>• Leuven Scale</li> <li>• Self-Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• August 2022</li> </ul>	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
	re feelings evidenced in planning walls/ floor books			
Improve children's early social, emotional and behavioural development.  Reduce inequalities.	Staff analyse observations from Strengths and difficulties for key children and plan & implement interventions.	<ul style="list-style-type: none"> <li>Strengths and difficulties questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>August 2022</li> </ul>	
	Themes to support stimulus for provocations – rich texts	<ul style="list-style-type: none"> <li>Planning</li> <li>Floor books</li> <li>Learning Journals</li> </ul>	<ul style="list-style-type: none"> <li>August 2022</li> </ul>	
Improve literacy outcomes and attainment.	Introduce core texts to support provocations for planning and learning. Awareness raising of approaches to support high quality interactions with rich texts, what are the staff doing with the texts – blank level questioning.	<ul style="list-style-type: none"> <li>Planning</li> <li>Floor books</li> <li>Learning Journals</li> </ul>	<ul style="list-style-type: none"> <li>August 2022</li> </ul>	
Improve speech and language	Re-introduce Word Aware associated home learning links.	<ul style="list-style-type: none"> <li>Children's vocabulary</li> <li>Children's verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>August 2022</li> </ul>	