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| Improvement Plan 2017-2020 |
| Head of Centre: Leona Stewart |
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June 2017

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| Priority 2 | Link to How Good is our Early Learning and Childcare? | Overall responsibility | |
|  | 3.2 (QI 3.1, 7.2, 9.4) | Head of Centre | |
| Target | Impact on Learners | | Timescale |
| To develop and implement Literacy and Numeracy strategies that will impact on children’s overall attainment in these areas.  Looking at:   * Breadth * Challenge * Application   Using the Early level benchmarks for Literacy and Numeracy  Through professional learning build staff confidence in learning and teaching skills within literacy and numeracy | The learner has appropriate opportunities to:   * demonstrate a **breadth** of learning across the Literacy and Numeracy Benchmark statements at the early level * experience **challenge** in learning across the Literacy and Numeracy Benchmark statements at the early level * demonstrate **application** of what they have learned in new and unfamiliar situations of learning across the Literacy and Numeracy Benchmark statements at the early level | | 017-2018 |

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| Priority 1 | Link to How Good is our Early Learning and Childcare? | Overall responsibility | |
|  | 2.3 (QI – 1.1, 5.1, 6.4, 8.3, 9.2) | Head of Centre | |
| Target | Impact on Learners | | Timescale |
| To continue improving the service through self evaluation | * Through a robust system of self evaluation monitor the progress of the new nursery setting in ensuring it meets the needs of our service users * Evaluate the impact of interventions to support children’s development | | 2017-2018 |

**Vision**

We are committed to making the child the centre of our work at Cleddens, where children have the right to a safe, happy and healthy environment. We will foster good relationships with parents and carers, recognising the importance of strong partnerships between home and nursery. We aim to provide opportunities to improve outcomes for all children through providing appropriate support and a consistent approach to learning, ensuring children reach their full potential as Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

**Aims**

* Provide a safe, happy care and learning environment for children up to the age of 5 years.
* Ensure children receive high quality learning opportunities which build on children's interests, personalities, talents and abilities.
* Manage transitions between home and nursery and between stages within the nursery.
* Provide opportunities for parents, carers and the wider community to participate in the life of the centre.
* Provide opportunities for learning through play both indoors and outdoors, providing opportunities for children to apply skills in a range of circumstances.
* Children are encouraged to develop resilience through making decisions, problem solving and setting goals.
* Develop children’s awareness of diversity in the community and respect for each other’s values and customs.
* Ensure staff and other adults provide a good role model in their relationships with others.
* Self evaluate to enhance our performance.

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| **Measures of Success**  **Staff will have a clear understanding of their roles and responsibilities**  **There will be a clear vision for continuous professional development**  **Children’s learning experiences will be upheld and improved through the Centre’s reflection on practice**  **Resource Requirements**  **Peer assessment**  **Professional reading by staff**  **In-service day training**  **Professional Learning**  **Use of Education Scotland website**  **How Good is our Early Learning and Childcare**  **Building the Ambition**  **Communication Friendly**  **Nurturing principles** | | | |

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| **Task/Actions Required** | **Timescale** | **Resource Requirements** | **Person Responsible** | **Monitoring and Evaluation Arrangements** | **Progress Update** |
| To audit and assess current practice within the new setting following a period of settling | August in-service | Staff time at in-service  Monitoring procedures | HoC  All staff | * Feedback from staff * Information from parents and children |  |
| Continue a robust system of self evaluation with a focus on the quality indicators within “How Good is our Early Learning and Childcare”. -  The Learning Environment  And to review the vision and aims of the setting to ensure they are relevant within the new setting | Ongoing  Initial focus on the learning environment and aims  August 2017 | Management, Nursery teacher and staff time in playrooms | Management Staff  Including room seniors  All staff  Parents  children | * Observations and individual meetings with staff * Staff observations * Staff, child and parent feedback and evaluations/   workshops |  |
| Review and measure impact of interventions, such as nurture, support plans, challenge for children and communication friendly. | Ongoing  Review – August 2017  December 2017  May 2017 | CPD Courses available  ILA  EDC Training  In-house Training  EY collaborative | All Staff | * Test of change * Review meetings * Tracking information |  |
| Develop the PATHS model alongside educational psychologist to ensure wellbeing for children | September 2017 - 2018 to June | Support and training from Ed psych team | HoC | * Staff identified * Training implemented |  |

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| **Measures of success**  Increased Confidence in professional judgements  Improvements in levels of achievement and attainment  Evidence of changing practice  **Resource Requirements**  Inset days/staff time  Resource Materials identified  **Professional Learning**  Professional reading Education Scotland Website  Numeracy Hub Sharing of good practice  Literacy and Numeracy strategies  Cluster initiatives feedback | | | |

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| **Task/Action** | **Timescale** | **Resource Requirements** | **Person Responsible** | **Monitoring and Evaluation Arrangements** | **Progress Update** |
| Evaluate and audit current learning and teaching programmes offered to children to enhance access to literacy and numeracy throughout the Centre | August 2017 | Questionnaire to staff  Meetings with Staff  Observations of playroom practice | HoC  Depute  Nursery Teacher | Questionnaires to staff  Questionnaires to parents  Feedback from children |  |
| Learning session for staff to further increase knowledge of using the benchmarks in planning for children’s learning  Review of planning and learning journeys to ensure understanding of benchmark statements | August 2017  January 2018 | Cluster feedback from both Turnbull and Bishopriggs Clusters | Cluster champions | Staff will show increased knowledge of the benchmarks and in their purpose to assess children’s achievement of a level. |  |
| Work alongside both Bishopbriggs and Turnbull cluster to develop planning and implementation of learning programmes for literacy and numeracy with a focus on skills | August to June 2017/2018 | Staff involvement in cluster groups | Nominated staff | Attendance at meetings, use of existing plans from cluster 2016/2017 |  |
| Involve staff in the moderation process, looking at programmes of learning and environment, ensuring they are literacy and numeracy rich. | October 2017  Review  May 2018 | Staff in service day October 2017 | HoC  Depute  Nursery Teacher  All staff | Monitoring environment through practice guidance Building the ambition |  |