



Framework for Centre Improvement Planning 2022/23

| Section 1: Centre Information and 3 Year Improvement Plan Priorities | |
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| Early Years Centre | Cleddens Early Years Centre |
| Head Teacher / Head of Centre | Isabel Bott |
| Link EY QIO | Leona Stewart |

| Centre Statement: Vision, Values & Aims and Curriculum Rationale |
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| <p>Include links to these documents.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>VISION, VALUES AND AIMS TEMPLATE</p> </div> <div style="text-align: center;">  <p>The Early Years Curriculum.docx</p> </div> </div> |

| Session | Looking Forwards – 3 Year Improvement Plan Priorities | | |
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| | Bullet point key priorities for the next 3 years | | |
| | 2022/23 | 2023/24 | 2024/25 |
| Priority 1 | Health and Wellbeing <ul style="list-style-type: none"> Nurture Children’s Rights Staff wellbeing | Health and Wellbeing <ul style="list-style-type: none"> Outdoor Learning Forest Kindergarten | Health and Wellbeing <ul style="list-style-type: none"> Establish veg garden Health eating Sustainability |
| Priority 2 | Parental Involvement <ul style="list-style-type: none"> Home links Parent workshops Family champion Family days | Community involvement <ul style="list-style-type: none"> Making use of community resources Develop further partnership with feeder schools | Intergenerational learning <ul style="list-style-type: none"> Links with older generation – families & wider community |

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| Priority 3 | Develop communication, language and literacy for all <ul style="list-style-type: none"> • Environment and resources • Observing and planning learning • Tracking progress • Communication & Literacy | Develop STEM and numeracy for all <ul style="list-style-type: none"> • Environment and resources • STEM • Numeracy | Develop Curiosity, Creativity & Self-expression for all <ul style="list-style-type: none"> • Curiosity, Creativity & Self-expression • Froebel |
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| Section 2: Improvement Priority 1 | |
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| Early Years Centre | Cleddens Early Years Centre |
| Improvement Priority 1 | Health & Wellbeing |
| Person(s) Responsible | Head of Centre, Depute Head of Centre, Champions and Health and wellbeing working groups Working with all staff, other professionals, outside agencies, children and families |

| NIF Priority | NIF Driver | HGIOELC QIs | EDC Service Plan 2021-24 |
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| | school improvement school leadership | Q! 2.1 Safeguarding and Child protection | |

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| Placing the human rights and needs of every child and young person at the centre Improvement in children and young people’s health and wellbeing Choose an item. | Choose an item. | QI 3.1 Ensuring wellbeing, equality & inclusion QI 1.3 Leadership of Change Choose an item. | Improvement in children and young people’s mental health and wellbeing Choose an item. Choose an item. |
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| Opportunities for Leadership | Resource Requirements |
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| Family Champion Nurture Area/Group Mentoring Teambuilding Paths Children’s rights Champion | Accessing training, sensory resources, time, self-evaluation tools, grants/fund raising, networking groups both internal and council wide. |

| Professional Learning | Parental Engagement and Involvement |
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| Nurture Training for additional staff Triple P training In-house nurture training for all staff Visiting other centres Trauma informed practice training/professional reading | Questionnaires, learning journals, stay and play sessions, family learning, newsletter, notice boards, information sessions by educational psychology for parents |

| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
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| Outcomes for learners. | 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? | |
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| Increased levels of well-being, positive behaviour and engagement will be observed in children. | <ul style="list-style-type: none"> • Nurture area to be established in each playroom. • Nurture training staff to share knowledge with all staff • Set up Nurture group Team for sharing resources and training • Additional staff to undertake nurture training • All staff to engage in professional learning/training in trauma informed practice | Questionnaires, PDR's, Ferre Laevers observations, Peer and SMT observations of staff, staff meeting, support for all meetings, TAC meetings | <ul style="list-style-type: none"> • Sept 22 • Nov 22 • Aug 22 • Jun 23 • Jun 23 <p>Termly reviews of impact on children</p> <p>Nurture training – 22/9/22 24/11/22 22/3/22</p> | |
| | <ul style="list-style-type: none"> • Staff family support group set up on Teams for resource sharing and peer support • Family Champion to workshops and individual support to | Questionnaires, discussions, support for all & TAC meetings, parent consultations, family champion group meeting | <ul style="list-style-type: none"> • Aug 22 • ongoing | |

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| | families identified by staff or on request. | | | |
| | <ul style="list-style-type: none"> • Staff training on ABC of behaviour • Nurture groups for children experiencing challenges • Paths Groups • Set staff Paths group on Teams | Observation, pre and post Paths questionnaires, Learning journals, feedback from parents, feedback from educational psychology | <ul style="list-style-type: none"> • Jun 23 • Sept 22 with ongoing reviews • Sept 22 with ongoing reviews • Aug 22 | Paths training – 22/11/22 18/4/23 |
| Decrease in staff absence will ensure consistency for children | <ul style="list-style-type: none"> • Staff well-being support | PDR, 1 to 1 meeting with SMT, peer support meeting, staff well-being notice board, staff shout out wall, team meetings, teambuilding events | <ul style="list-style-type: none"> • May 23 • Monthly reviews | |
| Children will have clear understanding of their rights and the well-being indicators. The will use appropriate language and display increased levels of | <ul style="list-style-type: none"> • Training will be sourced for Champion and wider staff team • Set up children rights staff group on Teams | PDRs, family champion group meetings, in-service day training, questionnaires | <ul style="list-style-type: none"> • Jun 23 • Aug 22 meeting termly | |

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| confidence and self-esteem | for sharing resources and peer support | | | |
| | <ul style="list-style-type: none"> • Implement activities to develop child's understanding of their rights • Display well-being indicators in child friendly manner • Create tool for children to support their input in well-being assessment • Children's committee | Learning Journals, planning, displays, newsletter's, committee meetings, TAC meetings, well-being assessment tool | Dec 22 | |

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| Section 2: Improvement Priority 2 | |
| Early Years Centre | Cleddens Early Years Centre |
| Improvement Priority 2 | Parental Involvement |

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| Person(s) Responsible | Head of Centre, Depute Head of Centre, Champions and parental involvement working group Working with all staff, outside agencies, children and families |
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| NIF Priority | NIF Driver | HGIOELC QIs | EDC Service Plan 2021-24 |
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| Delete / copy as required | Delete / copy as required | Delete / copy as required | Delete / copy as required |
| Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item. | parent / carer involvement and engagement Choose an item. Choose an item. | QI 2.5 Family Learning QI 2.7 Partnerships QI 2.6 Transitions | Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing Choose an item. |

| Opportunities for Leadership | Resource Requirements |
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| Families connect Family Champion Role | Specific resources for families connect, Triple P fact sheets, source staff training |

| Professional Learning | Parental Engagement and Involvement |
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| Triple P training Family learning professional reading/training | Coffee mornings with guests (speech and language therapist, educational psychologist etc) Family walks Families connect programme |

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| Sharing good practice from other centre both EDC and other local authorities | Triple P workshops Curriculum evening Stay and play Graduations Christmas concerts Leading Libraries |
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| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
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| Outcomes for learners. | 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? | |
| Progress will be enhanced through a shared understanding of children’s interests and developmental needs. | <ul style="list-style-type: none"> Care plans and progress updates Further develop parents contributions to learning journal | Learning Journals, care plans, support for all, TAC , Questionnaires, parent consultations, curriculum evening | Jan 23 Apr 23 | |
| Families will engage more in the daily life of the centre. | <ul style="list-style-type: none"> Lending libraries re introduced Family fun bags Show and tell days | Ferre laevers observations, general observations, planning, learning trackers, questionnaires, feedback. | Dec 22 | |
| Children will settled, confident and share the home/nursery experiences | <ul style="list-style-type: none"> Stay and play Family workshops | Learning journals, records of attendance at events, display, | Stay & play weekly session | |

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| | <ul style="list-style-type: none"> Families connect Triple P Drop in sessions Coffee mornings with guests Family fun days | newsletters, website, learning journals | (3-5 room) Oct 22-Jun23 2-3 room stay and play blocks termly Triple P training – Sept/Oct 22 Triple individual support from Oct 22 Consultation with parents, staff and children regard family learning programme with be completed Oct 22 (details will then be added) | |
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| Section 2: Improvement Priority 3 | |
| Early Years Centre | Cleddens Early Years Centre |
| Improvement Priority 3 | Excellence Through Raising Attainment |
| Person(s) Responsible | Head of Centre, Depute Head of Centre, Teacher, Champions and Health and wellbeing working groups Working with all staff, other professionals, outside agencies, children and families |

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| NIF Priority | NIF Driver | HGIOELC QIs | EDC Service Plan 2021-24 |
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| <p>Delete / copy as required</p> <p>Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.</p> | <p>Delete / copy as required</p> <p>curriculum and assessment school leadership Choose an item.</p> | <p>Delete / copy as required</p> <p>QI 3.2 Ensuring children's progress QI 1.2 Leadership of Learning QI 2.4 Personalised Support QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment</p> | <p>Delete / copy as required</p> <p>Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy Choose an item.</p> |

| Opportunities for Leadership | Resource Requirements |
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| <p>Word Aware Makaton Author of the month –story sessions Big bedtime read initiative Mentoring Language and Communication friendly centre Champion</p> | <p>Wellcomm assessment tool (recommended by SLT) Early Childhood Environment rating scale Library of books for big bedtime read Selection of books by same authors Makaton resources Planning and tracking paperwork Learning Journals Resources to source literacy and communication in all areas</p> |

| Professional Learning | Parental Engagement and Involvement |
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| <p>Observation & assessment skills Provocations for learning Makaton Responsive planning Tracking children's learning</p> | <p>Big Bedtime Read Parent/Grandparent story telling sessions SLT coffee morning/information sessions</p> |

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| Outcomes/Expected Impact | Tasks/Interventions | Measures | Timescale(s) | Progress |
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| Outcomes for learners. | 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? | |
| Inclusive and engaging environment will support and improve outcomes for children across the centre in communication, language and literacy. | <ul style="list-style-type: none"> Review of environment by staff and children | Observations, learner journals Audit of environment using ECERS by HoC, DHoC, SEYW | Oct 22 Jan 22 May 22 | |
| Children will be engaged in their learning and achieve identified next steps. | <ul style="list-style-type: none"> Review and update planning process to ensure it is fit for purpose. Tracking system to be put in place to monitor children’s progress and identify any gaps in learning. Audit environment and resources Staff training & sharing good practice by visiting other centres | Self-evaluation, Ferre Laevers observations, Peer observations, SMT observations, Mentoring meetings, Learning Journals, planning, learning trackers, SDQ, transition reports | Sept 22 Termly reviews | |

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| Language and communication barriers for children will be reduced. This will support progress in all areas of children’s learning and development | If there is a concern about children’s language the Wellcomm assessment toolkit will be used assess and then target areas for development. | The Wellcomm assessment will be used to check and record progress. Learning Journals Support for meetings, action plans, self-evaluation and audits | Oct 22 | |
| | Language and Communication friendly Nursery-audit of environment LCF Champions- Sally Barr (0-2), Laura Wallace (2-3), Amy McSherry (3-5) | | Sept 22 LCFE Training – 6/10/22 2/2/22 | |
| | Create links will new link speech and language therapist | | Dec 22 | |
| Children will use Makaton to communicate with peers who do not use verbal communication | Makaton sign of week and for areas in the play room. | Learning journals, planning, action plans, displays. | Apr 23 | |
| Increased achievements in children literacy development across all areas | <ul style="list-style-type: none"> • Word aware embedded in practice • Author of the month story telling introduced regularly | Learning Journals, website, observations, questionnaires, parent, staff and child feedback, learning trackers, PDR’s, peer & SMT observations | <ul style="list-style-type: none"> • Sept 22 review termly • Sept 22 review termly | |

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| | <ul style="list-style-type: none"> • Story telling sessions for parents and grandparents • Links with Thomas Muir pupils for story telling sessions • Staff training/mentoring • Literacy Champion – share training and upskill staff • Introduce big bedtime read • Set up staff communication, language and literacy Teams group | | <ul style="list-style-type: none"> • Nov 22, • Feb 23, • May 23 • Mar 23 • Jun 23 • Oct 22 <p>Literacy Champion training 3/11/22 7/12/22 Literacy training 8/11/22 8/2/23 14/3/23</p> | |
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School Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday 20th June 2022