Danderhall Primary School: Early Learning and Childcare

Improvement Planning

2021 - 2022

Priorities for Improvement in Session 2021-22

Priority	Main Driver of priority	Alignment with:				
	Self-evaluation Local Authority QI feedback Education Scotland Care Inspectorate Report	HGIOELC Quality Indicators	National Standard	Care Inspectorate QI	National priorities	Midlothian Priorities
Digital • Staff Training • Midlothian digital rollout	Midlothian Council priority for 2021/22 Education Scotland: digital technology highlighted as a concern on reports Self-evaluation: staff confidence during lockdown highlighted a need for development	1.2 Leadership of Learning 1.5 Management of resources to promote equity 3.3 Developing creativity and skills for life and learning	CRITERIA 4 - Self-Evaluation and Improvement CRITERIA 5 - Parent and carer engagement and involvement in the life of the setting	1.3: Play and learning 4.1 Staff have the right skills, knowledge and values to support children and families	Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1.1 Improve attainment within the broad general education stages, by focusing on: b) innovative pedagogical approaches and enhanced use of digital technology to support learning
Nurture • Nurturing Authority	Midlothian Council priority for 2021/22 Self-evaluation: Complaints folder / Nurture Audit Review January 2020: Continue to foster positive relationships between staff / adults / children within the setting	1.3 Leadership of change 2.1 Safeguarding and child protection 3.1: Ensuring wellbeing, equality and inclusion	CRITERIA 2 - Development of children's cognitive skills, health and wellbeing CRITERIA 3 - Physical Environment CRITERIA 6 – Inclusion	3.4: Leadership and management of staff and resources 5.1 Children's wellbeing and rights	Improvement in children and young people's health and wellbeing	Priority 2 Included, Engaged and Involved: Wellbeing and Equity
Attainment • Up, Up and Away • Learning Profiles (maintenance item)	Link to School Improvement Plan Research indicating lack of literacy progress during Covid-19 lockdown Review January 2020: Planned experiences should reflect the CfE Early Level Experiences and Outcomes / Develop the Early Level Curriculum to foster links with P1 and ensure progression over the 3 years of Early Level	2.3 Learning, teaching and assessment 2.7 Partnerships 3.2 Securing children's progress	CRITERIA 2 - Development of children's cognitive skills, health and wellbeing CRITERIA 5 - Parent and carer engagement and involvement in the life of the setting	1.2: Personalised planning and support 1.3: Play and learning 1.4: Family learning and engagement 5.2 Children progress and achieve	Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	1.1 Improve attainment within the broad general education stages, by focusing on: c) pedagogy, play and progression across Early Level 1.3 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children

Summary for Stakeholders e.g. Parents/Carers, Children, Partners

Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
Digital To upskill staff in the use of digital technologies To use digital technologies to enhance the learning experiences of children	Staff are independent in their use of digital technologies to support professional learning and development. Staff make effective use of digital technologies to support learning in ELC. Digital platforms (eg Twitter) are used to increase communication between home and setting.	Digital learning team and digital leaders in each school ELC staff	Term 1 Ongoing Ongoing
Nurture Develop a whole school approach to nurture which increases child wellbeing To increase parent / carer satisfaction	Staff across Danderhall ELC and Primary School have increased awareness, knowledge and skills relating to nurturing practices. Nurturing practices improve child wellbeing and parent / carer satisfaction. Nurturing practices have a positive impact on attendance figures (children and staff).	Nurture Strategy Group and Nurture Leads in each school and early years setting ELC staff	Ongoing
Attainment Take part in 'Up Up and Away' project: To develop early communication and language skills across ELC and P1. Continue to develop Learning Profiles to record and share progress	***Up Up and Away:*** Staff across Early Level have a shared understanding of literacy strategies and the Up Up and Away project – they use this to improve the literacy environment and develop their knowledge of the individual children as learners. Over a 2 year period, we will see increased progress within early level and increased achievement of Early Level literacy. ***Learning Profiles:*** Staff set relevant Learning Priorities, based on observation and planned interaction to support learning. Parents / carers receive regular, quality information relating to their child's learning and progress. Learning Profiles across the setting	'Up, up and Away' Champion ELC staff P1 staff Senior EYPs PT / DHT	TBA with Early Years Team Aug – Dec 2021

Action Plan Priority 1: Digital

Implementation Strategies **What will you do?**	**Who will lead/ be involved?**	**When will this be done?**	**Indicators of success / impact on learners – What are you looking for (use present tense)**	**What will you gather to show evidence of achievement?**
Audit of confidence / use of digital technologies in Danderhall ELC • Staff confidence baseline in use of digital platforms, August 2021 • Staff confidence measure, March 2022	ELC team Digital Lead / Principal Teachers	August 2021 March 2022	We have a clear understanding of development needs with ELC setting and current practice regarding digital technologies in the Early Years. Staff and children show increased confidence in the use of digital technologies in setting.	Google form information Audit of digital technology use; focus of PT observation
Staff training in basic IT skills • Use of mgfl / glow accounts • Promethean panel and software • Twitter • I-pads (x1 per Keyworker group) Every school will participate in the following; • Half day in service training in Aug, focusing on new systems and processes • Half day in service training in Jan, focusing on professional learning in digital pedagogy Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning	ELC team Digital Lead / Principal Teachers Digital learning team and digital leaders in each school	Term 1 August 2021 January 2022 Ongoing	Staff show an increased confidence and independence in using systems (eg changing mgfl passwords / accessing training via Glow / Teams). Twitter is used consistently across the three ELC rooms to share learning and achievement with parents / carers. Children have free flow and planned access to digital technology which enhances learning and promotes curiosity.	Staff learning logs for SSSC Notes from staff training Observation in setting
Collegiate working with P1 staff to develop digital literacy curriculum to reflect three years of learning / progression across Early Level Creation of Early Level tracking document	ELC staff P1 Staff PT	January 2022 June 2022	Shared learning experiences for ELC and P1 children. Transition to P1 is supported by a shared tracking document to ensure progression in the use of digital technologies.	Planning documents Early Level 'Digital Technologies' tracker

Action Plan Priority 2: Nurture

Implementation Strategies **What will you do?**	**Who will lead/ be involved?**	**When will this be done?**	**Indicators of success / impact on learners – What are you looking for (use present tense)**	**What will you gather to show evidence of achievement?**
School self-evaluation audits used to Identify development/training needs Gather baseline information regarding staff awareness, knowledge and skills relating to nurturing practices Repeat audits to measure progress	Nurture Leads ELC and School Staff	June – Sep 2021 May 2022	We have a clear understanding of development needs with ELC setting and current practice regarding nurturing approaches. Staff demonstrate an increased awareness knowledge and skills relating to nurturing practices.	Nurture Leads focus group baseline Professional Learning Conversations evaluation
Continue with good practice in developing nurturing practices for lunches • Audit of environment • Consistency across setting • Review of Covid guidance / procedures	ELC staff	Ongoing	Lunch time is a calm, organised point of the day – children and staff are observed engaging in positive interactions. There is consistency across all three rooms in how lunch time is organised and supported. Children are calm and display an interest in trying new foods. There may be a decrease in the number of children bringing a packed lunch to setting. Parents / carers are satisfied with the level of care and support provided over lunch time.	Floorbooks / Learning Profiles Self-evaluation audits Observation from SLT / authority / CI visits Child and Parent / Carer satisfaction data (eg button survey)
Action plan for Priority 2: Nurture – See School Improvement Plan.				

Action Plan Priority 3: Attainment

Implementation Strategies What will you do?	Who will lead/ be involved?	When will this be done?	Indicators of success / impact on learners – What are you looking for (use present tense)	What will you gather to show evidence of achievement?
Engagement in Phase 2 roll out of 'Up Up and Away' Two, 2hr training sessions (roughly 2 weeks apart). • Session 1: Online training to explore the Up, Up and Away document • Session 2: Setting specific discussion to feed back / plan next steps 'Up, up and away' Champion to support practitioners and to attend up, up and away meetings with other settings in the pilot.	Early Level staff Up, Up and Away Champion/s	Timescale TBA with Early Years Team	Staff have a shared understanding of the 'Up, Up and Away' project and the benefits of promoting early literacy / communication. The ELC is a literacy rich environment, supporting children to develop early language and communication skills. Staff set specific, relevant literacy targets based on observation and assessment. Over time these show clear progression in individual literacy skills and are recorded appropriately (ELC: Learning Profile / P1: Seesaw) to share with parents / carers. Staff communicate with Health Professionals using consistent language and have a shared understanding of their role. Appropriate 'requests for assistance' to Health Professionals are made to support individual children.	Staff learning logs for SSC / CLPL records for GTCS Floorbook Samples from Learning Profiles Record of peer moderation between staff 'requests for assistance' logged on Seemis / samples of referral paperwork
Maintain Item: Learning Profiles: Continue to develop the use of Learner Profiles to plan, track and evidence learning • SEYPs to be allocated Keyworker group and model good practice in Learner Profiles • SEYPs / EYPs to set Learning Priorities using the Progression Pathways documents • ELC staff and SLT to engage in moderation of Learning Profiles to monitor the consistency in approach across the setting (See 'Learning Profile Monitoring Criteria' document (DPS)). • Explore ways to share Learner Profile with parents / carers and get their input.	Aug 2021 Sep 2021 Oct 2021 / Feb 2022 Ongoing	ELC team / SLT DHT / SEYPs SEYPs / EYPs ELC Team	Consistent use of Learning Profiles Development of appropriate Learning Priorities Staff will begin to engage in peer moderation to support professional development Individual learning priorities will be specific to each child and reflect their individual progress and development in literacy, numeracy and health and well-being. Parents / carers will receive regular, quality information about their child's development Improved partnership between home and setting	SLT monitoring of Learning Profiles Sample of Learning Profile books Parent / carer feedback