



Action Plan 1	Leadership at all levels
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QI	1.3 – Leadership of Change
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Stakeholders Involvement:	All staff will have responsibility to lead an area of development.
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<i>How are we doing now? How do we know? Where are we going?</i>	<i>Where we want to be/ Features of highly effective practice.</i>
<ul style="list-style-type: none"> ● Reflective practice is embedded into the team. ● Some staff have already identified areas of interest. ● Staff have discussed that having a clear focus allows them to feel more motivated. ● Individual members of staff have already taken responsibility for areas of learning in previous years. 	<p style="background-color: yellow; padding: 5px;">➤ Practitioner enquiry and professional dialogue informs and supports continuous improvement, creativity and innovation. This motivates and inspires everyone to sustain high standards of delivery of early learning and childcare.</p> <p>We want;</p> <ul style="list-style-type: none"> ● Senior staff are keen that EYPs feel empowered and motivated to continuously improve. ● The staff team to be continuously self-evaluating and reflecting on practice and environments. ● The learning environment and learning experiences to be led by staff observations on children. ● All staff will ensure there are appropriate risk assessments are in place.

<p style="text-align: center;"><i>Actions</i> <i>How will we get there?</i></p>	<p style="text-align: center;"><i>Progress</i></p>
<ol style="list-style-type: none"> 1. Areas of responsibility will be identified at a team meeting. At least two members of staff will be responsible for an area of development. This will allow them to work collaboratively and share ideas. 2. Responsive planning will continue to be developed with the whole team. This will continue to be developed by Leslie Buchanan. 3. Targeted Support – David McCulloch will provide training on the Roles and Responsibilities of staff. This will take place on the August in-set (20th August 2018). 4. A termly review of the Nursery Vision, Values and Aims at a team meeting. 5. Current Staff and new staff will receive a Staff Handbook at the beginning of the School Year. 	
<p><i>How do we know we are having impact?</i></p>	<p>Staff will be motivated to self-evaluate and continuously improve. Learning experiences for children will be high quality.</p>
<p><i>How will we measure impact?</i></p>	<p>Staff will have a good knowledge of the improvement plan. Improvements will be visible and underpinned through responsive planning. Staff morale will be higher – ask staff for feedback.</p>

Action Plan 2	Improving the Outdoor Learning Environment
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QI:	3.3 – Developing Creativity and Skills for Life and Learning
Stakeholders Involvement:	Lead by Leslie Buchanan and Sinead Lawrie. Whole team involvement.

<i>How are we doing now? How do we know? Where are we going?</i>	<i>Where we want to be/ Features of highly effective practice.</i>
<ul style="list-style-type: none"> • Positive changes have already been made to the outdoor environment. • Free flow access to outdoors daily is embedded. • Open ended and specific resources have been sourced ready for the beginning of the nursery year. • Some staff have attended Wood Work in the Early Years Training. 	<ul style="list-style-type: none"> ➤ Children are enabled to take risks, learning in safe, secure and supportive environments where they are expected to make decisions and where their contributions are valued. ➤ Children can select and use appropriate technology to learn and solve problems across a range of contexts with increasing confidence. ➤ The learning environment, including the provision of open ended and natural resources and the adaptability of space, encourage creativity. The structure and flexibility of the day also nurture creativity. ➤ Approaches to learning and teaching enable children to become immersed in activities that interest them and to play for extended periods. Practitioners take care not to rush children. <p>We want;</p> <ul style="list-style-type: none"> • The outdoor space to continuously develop alongside the needs of the children. • The children to have access to Wood Work opportunities regularly to support them to develop skills for life. • To access the wider community more frequently and engage with individuals and groups within the community.

<p style="text-align: center;"><i>Actions</i> <i>How will we get there?</i></p>	<p style="text-align: center;"><i>Progress</i></p>
<ol style="list-style-type: none"> 1. Staff will create a plan and risk assessment to implement woodwork. 2. Staff will continue to use observations to self-evaluate the outdoor space. 3. Staff will begin to access the wider community spaces such as the Meadows more regularly. Risk assessments will be written prior to accessing them. 4. Sharing good practice with other settings to allow staff to experience a variety of outdoor environments and resources. This will allow staff to take ideas and make it work for our setting. 	
<p style="text-align: center;"><i>How do we know we are having impact?</i></p>	<p>Observations of woodwork skills will show progression. All children will access outdoor space daily.</p>
<p style="text-align: center;"><i>Evidence of impact</i></p>	<p>Fine motor skills will improve – evidenced through termly black pen drawings. Children and staff will feel ownership of the community – ask children and staff. Feedback from parents.</p>

Action Plan 3	Embedding Family Nurturing Approaches
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QI:	2.5 Family Learning <ul style="list-style-type: none"> • Engaging families in learning • Early intervention and prevention • Quality of family learning programmes
Stakeholders Involvement:	Lead by Laura Burr and Kat Rennie. Whole staff involvement.

<i>How are we doing now? How do we know? Where are we going?</i>	<i>Where we want to be/ Features of highly effective practice.</i>
<p>ACEs are impacting on progress of individuals. Identified gap in health and wellbeing of identified pupils.</p> <p>Whole school approach to family nurture required to ensure early intervention and prevention for individual pupils.</p> <p>Intergenerational Bookbug sessions have been positive and will continue for 2018/2019 session.</p>	<p>Creative approaches are used to engage families.</p> <p>Almost all those engaged in family learning are highly-motivated and actively involved in their own learning and development.</p> <p>There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning.</p> <p>Almost all learners report improvement in their health and/or wellbeing.</p> <p>Family learning is responsive to identified needs.</p>

<p>Care plans are kept for every child and additional support plans for the children that require.</p> <p>Stay and play sessions with parents in terms two and four.</p> <p>Induction and transitions are high priorities and continue to be well planned and accessible to all parents and children.</p>	
<p><i>Actions</i> <i>How will we get there?</i></p>	<p><i>Progress</i></p>
<ol style="list-style-type: none"> 1. Whole programme of nurture training across the school and nursery staff: resilience, courageous conversations. This will be led by Ed Psych on November inset day. 2. Staff will continue to access the community and sign post parents to support and events they can access. 3. Staff will continue to build relationships with key worker families and support them in whichever way is needed. 	
<p><i>How do we know we are having impact?</i></p>	<p>Family learning is leading to stronger home-school links which are improving outcomes for learners.</p>
<p><i>Evidence of impact</i></p>	<p>Minutes of MAPPM meetings. Feedback from families.</p>

Action Plan 4	Planning, Tracking and Monitoring Children's Progress.
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QI:	2.3 Learning, Teaching and Assessment
Stakeholders Involvement:	Lead by Laura Burr, Kat Rennie and Leslie Buchanan. Whole staff involved. Parents and Children.

<p><i>How are we doing now? How do we know? Where are we going?</i></p>	<p><i>Where we want to be/ Features of highly effective practice.</i></p>
<ul style="list-style-type: none"> • Key worker systems are in place to ensure staff get to know children as in depth as possible. • Responsive planning is used to ensure learning experiences are led by the children. • Staff have attending CPD opportunities on Observations and Next Steps. • We ask all children to draw a black pen drawing of themselves each term. These are displayed to show progress and children and parents are involved in conversations about the progression between drawings. 	<ul style="list-style-type: none"> ➤ Children can talk about their learning and achievements with practitioners and peers. ➤ Practitioners, children and parents/carers share and use a range of assessment information to improve learning and development, and to reflect on the quality of practice. ➤ Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children. ➤ High quality observations take place naturally during everyday activities and interactions. ➤ Tracking and monitoring of children's progress is well-understood and used effectively to secure improved outcomes for all children. ➤ Practitioners make sound judgements about children's progress

<ul style="list-style-type: none"> • Skills Development learning outcomes are selected fortnightly to give staff a focus on what to observe. • Key worker comments are completed at the end of each term with identified progress and next steps. • Parent planning tree available for parents in the nursery corridor. 	<p>and respond quickly to ensure learning opportunities meet the needs of individuals.</p> <p>We want;</p> <ul style="list-style-type: none"> • Staff to feel confident in their judgements of observations • Staff to be able to confidently talk about children's progress and next steps. • Children's profiles to show clear progression. • Children to be able to talk about their achievements and next steps.
<p><i>Actions</i> <i>How will we get there?</i></p>	<p><i>Progress</i></p>
<ol style="list-style-type: none"> 1. Termly children's progress discussions built into staff meetings. 2. Identify a system for tracking children's progress in a way that is visible for the children. 3. Ensure children's next steps are planned for as part of the responsive planning system. 4. EYSPs and EYLP will take a lead role on moderating Numeracy, Literacy and Health and Wellbeing opportunities throughout the year. 	
<p><i>How do we know we are having impact?</i></p>	<p>Staff and Children will be able to talk about their progress and next steps. Parents will be able to talk about their child's progress.</p>
<p><i>Evidence of impact</i></p>	<p>Visible in Children's Profiles and on wall displays. Feedback from children, parents and staff.</p>

Action Plan 5	Embedding opportunities for Schematic Play
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QI:	2.2 –Curriculum 2.3 – Learning, teaching and Assessment.
Stakeholders Involvement:	Lead by Erika Mair and Samantha Horne. Whole Team Involved.

<i>How are we doing now? How do we know? Where are we going?</i>	<i>Where we want to be/ Features of highly effective practice.</i>
<ul style="list-style-type: none"> • Staff have attended various training opportunities with Stella Louis. • Responsive planning. • Schema wall display. 	<ul style="list-style-type: none"> ➤ The curriculum is current and relevant to children. It is informed by shared values and beliefs about how young children learn. ➤ All practitioners have a sound understanding of the importance of play and their role in supporting children’s play experiences. ➤ Everyone understands what the setting is trying to achieve through design of the curriculum they offer. ➤ Practitioners’ up to date knowledge of early learning pedagogy is evident in all aspects of practice within the setting. ➤ We use our knowledge of how children learn, for example schema, when making observations of children and as a basis for future planning. <p>We want;</p> <ul style="list-style-type: none"> • Staff to continually evaluate the learning environment to ensure there are relevant opportunities for schematic play. This should be

	evaluated regularly to ensure it is kept “fresh” and moves forward with the needs of the children.
<i>Actions</i> <i>How will we get there?</i>	<i>Progress</i>
1. Staff will be encouraged to access CPD opportunities linked to schematic play. 2. Staff will continue to self-evaluate naturally through everyday practice.	
<i>How do we know we are having impact?</i>	Children will be engaged in play for prolonged periods of time. Challenging behaviour will be replaced by redirection to tasks which are relevant to the behaviour.
<i>Evidence of impact</i>	Children will be engaged in play for prolonged periods of time. Feedback from staff on levels of engagement. Observations using the Leuven Scale for level of engagement.