



# Kirknewton ELC ACTION PLAN TO DELIVER SIP

2019/ 2020

## Kirknewton Early Years Setting and Primary School Vision Statement

*At Kirknewton Early Years Setting and Primary School positive relationships are at the heart of our school community; nurturing learning, achievement and happiness.*

### **VALUES**

***Relationships Life-Long Learning Creativity***

Our school and nursery aims are:

- To build **resilience** across our school community ensuring our children develop their mental, emotional, social and physical health and well-being now and in the future.
- To value and develop **respect** for our own selves, our communities and our world.
- To promote **creativity** through curiosity, open-mindedness, imagination and problem-solving skills developed in high quality learning experiences and play opportunities.
- To **include** and value the contributions of every member of our school community, providing support to ensure equity for all learners
- To be an enthusiastic, life-long **learning** community, working together to realise our potential and achieve success.

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	HGIOELC QIs	H&S CS	Proposed Actions (Universal / Targeted) Supports for delivery (Cluster/QIP/Authority/RIC)	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p><b>Raising attainment for all:</b></p> <ol style="list-style-type: none"> <li>1. Establish a shared vision, values and aims for Kirknewton Early Years Setting.</li> <li>2. Leadership of Learning roles provide an improved experience for our children.</li> <li>3. Children experience quality interactions with adults</li> </ol>	1.2	4.23 4.25	<ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Consult with parents and carers.</li> <li>• Finalise Vision Statement</li> <li>• Share with parents and carers</li> <li>• Add values and Vision Statement to Early Years Setting and School branding</li> <li>• Develop Curriculum Rationale,</li> <li>• Involve children in understanding our vision and each of the values throughout the session.</li> <li>• Involve parents and carers in sharing their child's successes with us in achievements that relate to our values. Celebrate these achievements with the children.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>• Audits of existing learning environment completed by practitioners</li> <li>• Actions to improve Literacy, Numeracy and Outdoor learning opportunities informed by audits.</li> <li>• Early Years practitioners identify area to action and share plan for improvements with team.</li> <li>• Communicate with children and families planned improvements and intended outcomes.</li> <li>• Regular review and evaluation with staff team.</li> <li>• Plan opportunities to extend children's learning at home.</li> <li>• Involve children and families in evaluating the progress made.</li> </ul> </li> <li>3. <ul style="list-style-type: none"> <li>• Practitioners to attend WLC Quality Interactions Early Years Network training</li> <li>• Practitioners to engage with Julie Fisher 'Interacting or Interfering' text</li> <li>• Key messages from above discussed weekly and a focus within observations of practice ( self, peer and support and challenge observations)</li> </ul> </li> </ol>	<p>Whole team , HT</p> <p>EYO and NN's</p> <p>EYO and NN</p>	<p>Aug-Sep 19</p> <p>From Aug-Dec</p> <p>Sep – Dec 19</p> <p>Aug 19</p>	<p>The vision of the setting is ambitious and focuses on the improvements in outcomes for all. It is shaped by the needs of our community and is informed by current thinking in early learning pedagogy.</p> <p>Views of stakeholders</p> <p>Practitioners grow in skill and confidence.</p> <p>Environments have rich opportunities for children to develop curiosity, inquiry and creativity.</p>

<p>4. Practitioners knowledge and understanding of achievement and securing children's progress is increased.</p>			<p>4.</p> <ul style="list-style-type: none"> <li>Robust self-evaluation for improvement cycle planned for the year, including: <ul style="list-style-type: none"> <li>-regular opportunity to discuss children's progress</li> <li>-observations of practice</li> <li>-quality assurance of observations</li> <li>-one to one conversations with children</li> <li>-tracking and monitoring of progress across WLC Key Aspects of Learning</li> <li>- reporting progress to families in Nursery Natters and End of Year report.</li> </ul> </li> <li>Revisit WLC 'Securing Progress' training materials</li> </ul>	<p>HT and ELCAS M to lead</p>		
<p><b>Improvement in Literacy for all:</b></p> <ul style="list-style-type: none"> <li>Literacy and Language rich environments for learning</li> <li>Increased vocabulary development for identified children</li> </ul>			<ul style="list-style-type: none"> <li>Literacy environment audit completed and actions to inform improvements</li> <li>Practitioners to visit other establishments with strong models.</li> <li>Children assessed using Renfrew Vocabulary test, target group identified for play-based approach to support vocabulary development in small group.</li> <li>Relaunch Big Bed Timer read, use books within key group time</li> <li>Home Learning opportunities to develop literacy and challenge shared with families</li> </ul>	<p>EYO and NN's</p>	<p>Aug-Jan 20</p>	
<p><b>Improvement in Numeracy for all:</b></p> <ul style="list-style-type: none"> <li>Numeracy rich environments for learning</li> <li>Begin to use SEAL approach to offer early arithmetical experiences to the children</li> </ul>			<ul style="list-style-type: none"> <li>Numeracy environment audit completed and actions to inform improvements</li> <li>Practitioners to visit other establishments with strong models.</li> <li>Practitioners to attend SEAL training and/or share practice in P1</li> <li>Home Learning opportunities to develop numeracy and challenge shared with families</li> </ul>	<p>EYO and NN's</p>	<p>Aug to Jan 20</p>	
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>Children are developing an awareness of well-being</p> <p>Children are developing an awareness of equality (Gender Equality, Racism, Abilities this session).</p>			<ul style="list-style-type: none"> <li>House Captains to lead session about the well-being indicators with nursery children.</li> <li>Practitioners revisit GIRFEC materials and build a shared understanding of each well-being indicator</li> <li>Early Years Officer and P1 teachers collegiately plan experiences for whole school equality theme.</li> <li>Introduce Kirknewton Characters for each value, in order to share values with children</li> <li>Celebrate achievements in living the values across</li> </ul>	<p>EYO and NN's</p> <p>P1 teacher</p>	<p>Sep 19</p> <p>Nov 19,</p> <p>Sep, Jan, Apr 20</p> <p>Oct 19</p>	

<p>Children are developing an awareness of our values at Kirknewton (relationships, Life-Long Learning and Creativity).</p>			<p>home and nursery.</p> <ul style="list-style-type: none"> <li>• Range of opportunities planned to support positive transitions to P1</li> </ul>		<p>ongoing From March 19</p>	
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>Children have more opportunities to develop responsibility in their learning and play.</p>	<p>1.3</p>	<p>4 . 2 3  4 . 2 5</p>	<ul style="list-style-type: none"> <li>• Introduce the use of Green Screens to enhance role play and early literacy, language and digital skills</li> <li>• Introduce pictorial Forms to gather the children's voice, use this to make improvements or gain a baseline.</li> <li>• Fully embed floor book planning approach to develop children's skills for learning.</li> <li>• Fully embed child's I-pad to allow children to capture and record pieces of learning they are proud of.</li> </ul>	<p>EYO and NN's</p>	<p>Jan-April 19  Jan – April 20  From Sep 19  Jan – April 19</p>	<p>.</p>