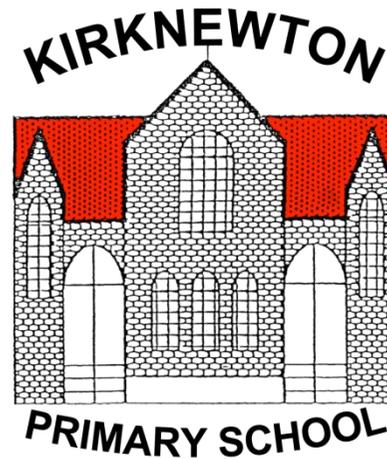


# Kirknewton ELC Continuous Improvement Plan 2020-21



## 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.*

### **Whole School Community 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> <p>1. Almost all pre-school children will make expected progress across the Key Aspects of learning.</p> <p>2. High quality appropriate early language, mathematics and health and wellbeing experiences are used well to promote and enhance learning.</p> <p>3. Practitioners make confident judgements about children's progress and this is shared and agreed through appropriate discussions.</p> <p>4. Parents are fully involved in understanding their child's progress. They are valued partners in identifying and reviewing progress and achievements.</p> <p>5. Universal and targeted supports are identified and</p>	<p>3.2</p> <p>3.2</p> <p>3.2</p> <p>3.2</p> <p>2.4</p>	<p>4.11</p> <p>4.11</p> <p>1.12</p> <p>1.12</p> <p>1,12</p>	<p>1. Monthly review of pupil progress across the KALS. Digital tracker shared via screenshare and whole team review and contribute to identification of progress and achievements.</p> <p>Support staff to be familiar with Key Aspects of learning and contribute to pupil observations when identified.</p> <p>2.</p> <ul style="list-style-type: none"> <li>• Practitioners develop numeracy group time activities and experiences, using WLC numeracy pathway progressions and ELC Numeracy materials.</li> <li>• All practitioners use numeracy group times plans at least once a week in depth / or aspects within every group time session.</li> <li>• EYO develop listening and talking activities plans for group time, making use of Teaching Listening resource and the activities to promote the 4 Key Listening Skills, then activities to promote talking and vocabulary. Use WLC Listening and talking pathway progressions, Early Level.</li> <li>• All practitioners to use the plans for Listening and Talking at least once a week.</li> <li>• Practitioner to develop HWB experiences and activities to develop social and emotional well-being and physical well-being. Use WLC Pathway Progressions for HWB and KAL to support planning.</li> <li>• All practitioner to use the plans for HWB in group time at least once a week in depth or within each session.</li> </ul> <p>3. Regular review of pupil progress allows for professional dialogue and discussions across the team.</p>	<p>EYO and NN's</p> <p>PSW's</p> <p>NF and MB</p> <p>FS</p> <p>MB and SL</p> <p>Led by FS</p>	<p>Monthly from Oct 20</p> <p>Nov 2020</p> <p>Nov 2020</p> <p>Nov 2020</p> <p>Feb 2021</p> <p>Ongoing</p>	<p>1. Key Aspects of Learning trackers show expected progress for almost all pre-school children.</p> <p>2. There is evidence of adult pre-planned group times focussed on the teaching of listening skills, early numeracy and emotional well-being.</p> <p>3. Evidence of discussion of children's progress in staff meeting agenda and minutes. Quality assurance - random sampling of children. Review progress on tracker, OLJ's and discuss with key worker.</p>

<p>embedded, impacting positively on children's progress and development</p> <p>6. Children requiring additional support have high quality, individualised plans. Monitoring and review ensures that identified support strategies have a positive impact on learning and development.</p> <p>7. Children's needs are identified at the earliest stage.</p>	<p>2.4</p> <p>2.4</p>	<p>1,14</p> <p>1.13 1.19</p>	<p>4. Personal Plans shared on enrolment, targets to be agreed between parents, child and staff and updated 3 times a year (within Nursery Natter).</p> <p>5. Targeted supports – EAL pupil to begin one to one intervention to improve communication. -Self-regulation support sought and provided by IWS. -one to one story with key workers. -using visuals/talking mat to revisit incidents and explore own feelings and feelings of others. -SALT targets are being actioned once a week.</p> <p>6. Child's Plan is reviewed regularly and actions are in place. -Recommendations from other agencies are shared with whole staff team in meeting and plans agreed to implement recommendations. -Termly Excellence and Equity meeting with key worker and senior staff – review tracking of KALS, Needs Analysis and well-being indicators.</p> <p>7. Children's needs discussed at Team meeting, shared at Excellence and Equity Meeting, agree next steps with Senior staff (meeting with parent, referral to other agency, further assessment or observations). Liason with other partners.</p>	<p>ALL practitioners</p> <p>EYO</p> <p>PT and EYO, allocated PSW.</p> <p>PT/HT and practitioners</p> <p>All practitioners, PT and HT</p>	<p>Ongoing</p> <p>Jan-ongoing</p> <p>Ongoing</p> <p>April June 2021</p> <p>ongoing</p>	<p>4 During Nursery Natter parents/carers are offered the chance to identify and review progress and achievements, feeding into refreshed targets within Personal Plan for development and support.</p> <p>5. Evidence of progress made for pupils receiving targeted support, evident in Child's Plan and/or IEP, Personal Plan.</p> <p>6. IEP's, Child's Plans and Personal Plan progresses is discussed regularly, evidence in Minutes. Regular review of targets and actions in IEP's and CPM's by Principal Teacher prior to review meetings.</p> <p>7 Evidence of Regular review in weekly meetings of children's needs within well indicators. Evidence of Teaching Talking profile being used to further identify needs or concerns in development.</p> <p>Evidence of observations from other partners, promptly after needs are identified.</p>
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<p><b>Improvement in all children and young people's wellbeing:</b></p> <ol style="list-style-type: none"> <li>1. Well-Being indicators are used to identify areas of concerns and support required and also to recognise achievements and progress.</li> <li>2. Children are aware of the well-being indicators and have a growing awareness of their achievements in each area</li> <li>3. Children are aware of different emotions and are increasingly able to self-report.</li> <li>4. Children have a growing awareness of diversity.</li> <li>5. Children have an increasing awareness of physical well-being</li> <li>6. Identified pupil experience enhanced transition.</li> </ol>	<p>3.1</p>	<p>1.25 1.28 1.29 1.33</p>	<ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Staff track and monitor well-being concerns regularly on GIRFEC tracker and needs analysis.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>• Celebrate success of achievement and progress in well-being indicators through a certificate /sticker presented at group time.</li> <li>• Planned group time experiences and outcomes that relate to the well-being indicators.</li> </ul> </li> <li>3. <ul style="list-style-type: none"> <li>• Children are introduced to the Kitbag within group time, to support emotional regulation. Targeted use for some children.</li> <li>• Blog Tree and My Feelings visuals introduced during Group time and visited regularly.</li> <li>• Grounding Exercise introduced in Group time and used to support children experiencing distress or strong emotions.</li> <li>• Daily Well-Being Check-in introduced at the start of each session, leading to a Trusted Adult Conversation.</li> </ul> </li> <li>4. Early level Equalities framework shared from school. Children experience stories and clips to increase awareness of gender equality, racism and abilities.</li> <li>5. Practitioners develop activities to help children understand aspect of physical well-being. Activities accessed via group time or bubble time as a larger group.</li> <li>7. Planned meetings with nursery key worker, PT, P1 teacher and family to share identified pupil's needs and agree strategies and approaches required for a successful transition.</li> </ol> <p>Nursery staff to support identified pupils in initial weeks of P1 for parts of the day.</p>	<p>Led by EYO, all practitioners ongoing.</p> <p>All group leaders from</p> <p>All practitioners</p> <p>EYO to share with team and practitioners take forward in group time</p> <p>NN to complete</p> <p>PT, P1 teacher, Parents, nursery Key worker,</p>	<p>Ongoing</p> <p>Nov 20 ongoing</p> <p>March 21</p> <p>By Feb 21</p> <p>May 21</p>	<ol style="list-style-type: none"> <li>1. Well-being indicator grid, concerns are recorded regularly and dated. (stored securely).</li> <li>2. Evidence of well-being indicators linked to each learning area within and outside the nursery eg. I am being responsible when I put my own jacket on. I am nurtured when I read a story with an adult. I am showing respect when I say please and thank you at snack table. I am including others when I play with others in the woods.</li> <li>3. Evidence within focused group time of emotions being taught and self-reporting as part of the group time.</li> <li>7. Minutes of meetings reflect review and progress of target set.</li> </ol>
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<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>1. Through exploratory play, all children have the opportunity to develop and apply investigative, problem solving and thinking skills.</p> <p>2. Pre-school children develop a range of skills, adapting to new learning environments and new adults through a supported transition programme to primary.</p>	3.3	1.31 1.30 1.32	<p>1. * STEM training provided by STEM coordinator</p> <ul style="list-style-type: none"> <li>• Application for funding with Edina to enhance STEM resources</li> <li>• Nursery environment to provide lots of opportunities to develop curiosity, problem-solving, enquiry and investigation skills.</li> <li>• Nursery environment is refreshed every two weeks following children interests or adult provocation</li> <li>• Each practitioner uses sustained thinking scale to carry out an observation on a child and use this to influence the changes to the environment.</li> </ul> <p>2</p> <ul style="list-style-type: none"> <li>• All stakeholders views are gathered and considered to create a Transition Timeline</li> <li>• A range of activities and experiences will be planned to support learning at home, learning in nursery and learning in school, providing a smooth transition to primary school.</li> </ul>	<p>STEM COORD and nursery team</p> <p>All practitioners to complete obs and discuss</p> <p>EYO to lead, all to contribute</p>	<p>Nov 20 and ongoing</p> <p>Nov 20 ongoing</p> <p>Jan 21</p>	<p>1. Evidence of learning environments indoors, outdoors and beyond where children can investigate, problem-solve, be curious and predict, gathered through observation of a learning environment and ongoing development of this area.</p> <p>1. Evidence in observations to indicate individual pupils are investigating, problem-solving, making predictions with peers and adults and asking questions.</p> <p>1. Evidence of improvement in self-evaluation documents to support improved shared sustained thinking. (scales from Imran-Siraj)</p>
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