



Cuirken Primary

Early Learning Centre

Improvement Plan Session 2021/2022

Priorities for Improvement in Session 2021-22

Priority	Main Driver of priority	Alignment with:				
	Local Authority QI feedback Self-evaluation Education Scotland Care Inspectorate Report	HGIOELC QI	National Standard	Care Inspectorate QI	National priorities	Midlothian Priorities
Digital Learning	Local Authority QI feedback Midlothian have received funding to provide digital devices to nursery pupils on a ratio of 1:6 Education Scotland	2.2 2.3	11 13	1.3 4.1		1.1 b) innovative pedagogical approaches and enhanced use of digital technology to support learning
Nurture	Local Authority QI feedback Self-evaluation Education Scotland	2.1 2.2 2.4	1 3 6 7	1.1 4.1 4.3 5.1		2.1 Improve Equity and Inclusion, through the following areas: • Nurture
3.2 Raising Attainment and Achievement/ Securing Children's Progress	Local Authority QI feedback Self-evaluation Education Scotland	2.2 2.3 3.2	4 5 6	1.3 2.1 5.2		1.1 c) pedagogy, play and progression across Early Level

Action Plan Priority 1: Digital Learning

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?
<ul style="list-style-type: none"> • Training in use of hardware and software to support learning within the nursery setting. • Carry out audit of current resources and then research best applications and programmes which would best support our learners. • Carry out an audit of how the children are using digital technology. • Member of nursery staff to be included in the Digital Learning enquiry group with school staff. 	<p>All staff</p> <p>KH</p> <p>D McFarlane</p> <p>Alix McKay</p>	<p>Half day training in August and January during in-service days 3 x 1 hour modules to be carried out across the year.</p> <p>By January 2022</p> <p>In September 2021 and again in March 2022</p> <p>September 2021</p>	<ul style="list-style-type: none"> • All staff are showing greater understanding of how we can use digital devices and are regularly using them in their daily practice with individuals and groups. • All children are showing increased skill and opportunities to use digital devices (ipads) to enhance their learning and also to be independent in their learning. • Children will be using a greater variety of appropriate applications and programmes to enhance their learning. • We are able to enhance our digital learning opportunities through having a greater awareness of current practices. • We are working more cooperatively across Early Level in terms of progression of digital learning skills. (Lead by member of staff who is part of enquiry group.) 	<ul style="list-style-type: none"> • Survey Monkey in August to provide baseline of staff/children/parents/carers confidence in using digital devices • Survey Monkey in March 2022 to ascertain any improvement in confidence across the year • Photographic evidence and observations in folios and in dedicated floor book for digital learning. • Audit will show increased use of digital devices in the nursery setting • Staff member on group will bring back ideas and share progress across the school so that all

				staff have a greater awareness of how digital learning is developing in Cuiken.
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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?
<ul style="list-style-type: none"> Nurture Lead will have been identified within the school and will support ELC staff Complete a self-evaluation audit to identify areas of strength and target development needs Professional Learning over the course of the year in Nurture Principles. Attendance at October In-Service with on Restorative Practices Develop the use of Meet and Greet on arrival at nursery. Develop the children’s emotional literacy through regular use of the Zones of Regulation. ELC staff included in enquiry group for nurture 	<p>KD (PT)</p> <p>All ELC Staff</p> <p>KD</p> <p>All Staff</p> <p>Group Key Workers</p> <p>All staff</p> <p>Pat Duncan/ Lillian Wheater</p>	<p>August 2021</p> <p>June 2021</p> <p>June 2022</p> <p>October 2021</p> <p>September/ October 2021</p> <p>October 2021</p> <p>September 2021</p>	<ul style="list-style-type: none"> Staff are included in Nurturing schools development and have identified person as point of contact Staff are more aware of nurturing principles and use this knowledge to create a nurturing environment within our ELC Staff use restorative interventions in light of any conflict between children, children and staff and also staff so all have a voice. Children are acknowledged as individuals and feel more valued and happy on arrival at ELC. All children are able to use appropriate words to name feelings and are able to communicate in a more regulated way as to how they are feeling. Developments in Early level in school are adopted (where appropriate) in ELC 	<ul style="list-style-type: none"> Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 Feedback gathered from children about Meet and Greet Evidence in folios as to how children use the Zones of Regulation and also observations throughout the year. Evidence in our dedicated floor book for Nurture. Staff will bring back ideas to ELC from Enquiry Group

<ul style="list-style-type: none"> • Staff have identified ASD training and SALT Training as a means of meeting learners needs and have a desire to develop skills in order to meet these needs 	All staff	As soon as training is possible. On waiting list for ASD training.	<ul style="list-style-type: none"> • All staff are supporting learners more appropriately and show greater confidence in working with children who have ASD and SALT needs. 	<ul style="list-style-type: none"> • Evidence of SALT groups having been run in the ELC
<ul style="list-style-type: none"> • Develop outdoor space to make it more attractive to learners and to provide a wider variety of nurturing experiences. E.g. sensory areas, nature garden, vegetable patch. 	Ann Affleck	June 2022	<ul style="list-style-type: none"> • Children are engaged in a wider variety of learning experiences which are not solely providing for gross motor skills. There will be more opportunities for the garden area to support health and well-being. 	<ul style="list-style-type: none"> • ASD children are more engaged and settled within the ELC from being provided with appropriate strategies. • Then and now photographs. Dedicated floor book to show progression of garden development. • Involvement of community leading to less vandalism and greater respect for the garden area.
<ul style="list-style-type: none"> • Involvement of “Getting it Right for the Cuiken Family” Team to support nursery learners with additional needs 	KH	September 2021	<ul style="list-style-type: none"> • Children with ASN are supported from an earlier stage and are provided with Strategy Sheets and IEP’s if appropriate. 	<ul style="list-style-type: none"> • Staff have a greater understanding of how to support ASN children with clear strategies and appropriate resources.

Plan Priority 3: Raising 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?
<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Training session on SEAL and methods of teaching numeracy providing opportunities through play within Early Learning Centre • Introduce a Numeracy Leadership Group with the children, carrying out regular audits of numeracy equipment and opportunities in the ELC. 	<p>Katrina Cummings</p> <p>Lillian Wheeler</p>	<p>By October 2021</p> <p>Started by October 2021</p>	<ul style="list-style-type: none"> • Children have a greater variety of appropriate opportunities for experiencing numeracy within the ELC. Staff are more confident in extending children’s learning in numeracy. • Children are involved in process of assessing numeracy resources and opportunities across the ELC. There is clear evidence that resources are rotated regularly and linked to areas of identified learning. 	<ul style="list-style-type: none"> • Progression pathways and individual targets will indicate increased knowledge in early numeracy skills amongst the children. • Folios and dedicated numeracy floor book show evidence of children taking part in numeracy audit with leadership group. Planning and floor books will show evidence of a greater variety of learning opportunities in numeracy and maths. • Dedicated maths/numeracy area is set up in ELC.

<p>Literacy</p> <ul style="list-style-type: none"> • Staff will begin to use “Talk for Writing” strategies within the ELC setting including “Story of the week” and “Rhyme of the week.” • Member of ELC staff to be involved in Literacy Enquiry group with school staff • Introduce a Literacy leadership group with children regularly auditing the literacy learning opportunities within the setting. 	<p>Kimberley Hughes and KH</p> <p>Zoe Clark/Rose-mary McCallum</p> <p>Zoe Clark/Rose-mary McCallum</p>	<p>Started by October 2021</p> <p>September 2021</p> <p>October 2021</p>	<ul style="list-style-type: none"> • Children are engaged in enhanced literacy activities and show greater knowledge of rhyme and use story telling skills more readily. • We are working cooperatively with colleagues developing talk for writing across early level and also disseminating information to ELC colleagues. • Children are involved in process of assessing literacy resources and opportunities across the ELC. There is clear evidence that resources are rotated regularly and linked to areas of identified learning. 	<ul style="list-style-type: none"> • Evidence of participation in Nursery Rhyme Week. Story telling week in folios and planning. • Story and rhyme of week shared with grown ups on App. • Story telling area with varied resources is apparent in ELC • Staff member on group will bring back ideas and share progress across the school so that all staff have a greater awareness of how literacy is developing across Cuiken. • Folios and dedicated literacy floor book show evidence of children taking part in literacy audit with leadership group. Planning and floor books will show evidence of learning activities in literacy.
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