



Cuiken Primary

Early Learning Centre

Improvement Plan Session 2022/2023



Priorities for Improvement in Session 2022- 2023

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 3.2 3.3	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	2.2 2.4 2.7	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 2.4 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: 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?
<ul style="list-style-type: none"> As a Team we will have more regular engagement with Benchmarks across the year. Raise staff awareness of key frameworks and policies (national standard etc.) Having termly Data Dialogues throughout the year 	<p>KH (SLT Lead) and Team</p> <p>KH and Whole Nursery Team</p> <p>KH, SEYP and Key workers</p>	<p>Across the year</p> <p>Across the year</p> <p>Once per term across the year</p>	<ul style="list-style-type: none"> All staff are showing increased knowledge of the early Level benchmarks and an increased awareness of what the majority of our children should be achieving. Targets for children will be more meaningful and there will be an increase in the number of targets children achieve across the year. Staff have a greater awareness of expectations of agencies such as Care Inspectorate and Education Scotland Staff have a greater awareness of their key children in terms of achievement and next steps. 	<ul style="list-style-type: none"> Pre and post self assessment of knowledge and understanding of benchmarks Data will be collected for each child showing how many targets they achieve throughout the year. Survey of what frameworks are being used currently and their knowledge of these, a record of frameworks introduced throughout the year and a final survey at the end to document understanding and impact of frameworks covered.

<ul style="list-style-type: none"> Implementation of a Quality Assurance Calendar 	<p>KH and SEYP</p>	<p>In place for August 2022 and implemented across the year</p>	<ul style="list-style-type: none"> Children will make greater progress as keyworkers are more able to plan experiences to help them achieve their next steps. Staff are more confident in being able to say how children are progressing and at which stage they are currently at. Team are all involved in ensuring that we are providing high quality learning experiences in our setting and there is a collective responsibility in maintaining the environment and resources to ensure that activities are appropriate and interesting to children. Children are showing greater engagement in activities and also are involved in assessing areas in the nursery to ensure they are being well used. Team are engaged in peer support activities looking at observations and recording of observations and next steps. Learning Journeys are recorded on Seesaw and document progress the children are making. 	<ul style="list-style-type: none"> Use of spreadsheet using traffic light system to indicate who is/is not on track. Minutes of Data Dialogue Meetings. Photographic evidence of children engaged in all areas of the nursery. (On SeeSaw)
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				<ul style="list-style-type: none">• Use of Leuven scale to measure engagement.• Feedback from staff on helpfulness of peer activities.• Minutes of quality assurance meetings with EYP's.
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Action Plan Priority 2: Equity and Inclusion, including 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"> Up, Up and Away – Begin to engage and use the assessment tool more (targeted groups – eating, SaLT) 	Whole Team	Begin September 2022	<ul style="list-style-type: none"> Identified children are positively engaged in nursery setting and have more positive relationships with peers and staff. Identified needs have been met and children are making greater progress in their learning and achieving individual targets. 	<ul style="list-style-type: none"> Baseline assessment and then assessment data gathered later in the year to show improvement. Evidence of targeted groups having been run. (Photographs, floor books, Seesaw) Shown through individual children's targets on pathways/trackers
<ul style="list-style-type: none"> Continue to embed Meet and Greet on arrival at nursery and children's emotional literacy through regular use of the Zones of Regulation. 	Whole Team	August 2022 onwards	<ul style="list-style-type: none"> All children feel valued and welcomed as part of the Cuiken ELC Children are able to communicate their needs and feelings in a positive way. Children communicate their feelings with an emotional check in on arrival at nursery. 	<ul style="list-style-type: none"> Photographic evidence in floor books and on Seesaw Key workers will monitor during group time by using

<ul style="list-style-type: none"> • Involvement of “Getting it Right for the Cuiken Family” Team to support nursery learners with additional needs. • Partnership working with our families (based on survey feedback) Engaging Parents in supporting in the nursery in a number of ways i.e. supporting play, baking, supporting literacy etc. 	<p>KH/KC/D M</p> <p>SEYP and Team</p>	<p>September 2022 onwards</p> <p>September 2022 onwards</p>	<ul style="list-style-type: none"> • Children with an identified ASN have IEP or SS where appropriate and these are reviewed termly. • Staff have a greater understanding of how to support ASN children with clear strategies and appropriate resources identified. • Children are benefitting from having the input of parents with differing skill sets. • Children are engaged in a wider range of activities in setting supported by parents • Parents feel that they are more connected with nursery and have felt able to be involved in the setting. 	<p>a zones of regulation check in</p> <ul style="list-style-type: none"> • Feedback from Children • IEP’s and Inclusion Plans. • Minutes of appropriate meetings. • Evidence recorded in Floor Book. • Evidence in individual Children’s learning journal on Seesaw. • Survey of parents at the end of the year to assess success of this. • Feedback from children.
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Plan Priority 3: Enhancing Learning, Teaching and Assessment using 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"> Introduction of Seesaw to document children’s learning journeys and to record observations. 	KH/SEYP and Alix McKay	By September 2022	<ul style="list-style-type: none"> All staff have participated in Seesaw training (August 2022) Staff feel confident in using Seesaw and in involving the children in this method of profiling children’s learning. Parents feel more informed as to the progress their children are using and also feel more connected with what their child is learning in nursery. Children are engaged in using Seesaw and are able to contribute to their learning journal. 	<ul style="list-style-type: none"> Staff survey at end of year. Parental survey midway through the year and then again at end of academic year. Feedback from children at end of year.

<ul style="list-style-type: none"> • Planning systems will be moved to Google Shared Drive to develop staff confidence in using Google workspace and to allow more “in the moment” planning. Staff with greater confidence in using the technology will buddy with those who need a little more time and support. 	<p>KH and SEYP and Alix McKay</p>	<p>August/September 2022</p>	<ul style="list-style-type: none"> • Planning of learning experiences are more meaningful for learners. • Staff feel that planning is more accessible throughout the day and that it supports time management. • More planning in the moment leads to greater number/variety of play experiences being available for our children. • Learners have an awareness of how digital devices can help in their learning. • Staff plan digital experiences to enhance learning opportunities. • There are new apps available for use to enhance learning. 	<ul style="list-style-type: none"> • Regular dialogue and support sessions with staff. • Whole staff feedback on new planning system.
<ul style="list-style-type: none"> • Children will have greater access to ipads to support their learning in the nursery setting 	<p>SEYP/ Team</p>	<p>September onwards</p>		<ul style="list-style-type: none"> • Photographic evidence of children using devices. • Seesaw Learning journals document increasing use of digital technology. • Feedback from staff and parents in end of year questionnaire.

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