



Education Resources
Curriculum and Quality Improvement Service



Crosshouse Primary School ELC Improvement Plan 2020/2021



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Strategic Priority 1: To raise attainment and achievement in literacy through improved learning, teaching and assessment.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • <u>Assessment of children’s progress</u> • <u>School improvement</u> • Performance information 	<ul style="list-style-type: none"> • <u>1.1 Self Evaluation for self-improvement</u> • <u>2.3 Learning teaching and assessment</u> • 2.5 Family learning • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion 	<p><u>Transform Learning and Teaching/Implement CfE</u></p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p><u>Leadership (Change and Improvement)</u></p>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> • Create a rich and stimulating environment in the nursery to support early literacy skills. • Development of resources to support children in developing skills in literacy • Staff development of skills and confidence in using ICT Equipment to support literacy curriculum • Increased involvement of parents and carers in working with their children in support of literacy skills, including Listening and Talking • Raised awareness in parents and carers of early years curriculum • Increased staff confidence in engaging with literacy approaches 	1.To audit current practices and resources within the playroom	Claire Hardie Rachel Cunningham All staff	September 2020 Claire Hardie Rachel Cunningham	Staff identified through review and and evaluation of previous ELC Improvement Plan and staff interest.
	2. Liaise with other establishments in respect of good practice	All staff	October 2020	Staff, children and parent/carers to take part in audit.
	3. Analyse, interrogate and evaluate current attainment data on literacy.	All staff	October 2020	Review personalised support impact and tracking and monitoring data.
	4. Early Years staff to engage in professional enquiry and research and engage in professional dialogue in respect of developing early literacy skills.	Claire Hardie Rachel Cunningham	Throughout school year	Staff self-evaluation using HGIOERLC indicators, Care Commission Standards and Health Care Standards
	5. Provide professional learning activities for all staff	Lara Tolland	November 2020	Training for staff in using C-Touch to effectively support early literacy.
	6. Increase confidence in Literacy approaches through CLPL for all staff	All staff	Throughout school year January	Staff to engage with online webinars on early literacy Talk4writing session – early years
	7. Identify resources to support the development of literacy within the playroom and at home.	Claire Hardie Rachel Cunningham	January 2021	Creation of virtual Literacy sacks for use through google classroom. Book bug related activities on line. Signpost for parents.
	8.Create an engaging and stimulating environment within the playroom to support development of early literacy skills.	All staff	Throughout school year	Development of engaging literacy area within the playroom, mirrored in outdoor learning space.
	9. Provide whole staff development and dialogue sessions to share practice and review outcome/impact of approaches to ensure consistency.	All staff	May 2021	Joint evaluation process

Operational Improvement Planning (Action Plan) for Establishment: Session: 2020/2021



Strategic Priority 2: To raise attainment and achievement in numeracy through improved learning, teaching and assessment.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • <u>Assessment of children’s progress</u> • <u>School improvement</u> • Performance information 	<ul style="list-style-type: none"> • <u>1.1 Self Evaluation for self-improvement</u> • <u>2.3 Learning teaching and assessment</u> • 2.5 Family learning • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion 	<u>Transform Learning and Teaching/Implement CfE</u>
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> • Create a rich and stimulating environment in the nursery to support development of early number[• Development of resources to support children in engaging more effectively with the concept of number • Raised awareness in parents and carers of early years curriculum • Increased staff confidence in engaging with new resources to support development of number skills. 	1.To audit current practices and resources within the playroom	Suzy Fairclough Jennifer Adamson Nicola Eaves All staff	September 2002	Staff identified via self-evaluation mechanisms and PDR process.
	2. Liaise with other establishments in respect of good practice	All staff	October 2020	Staff, children and parent/carers to take part in audit.
	3. Analyse, interrogate and evaluate current attainment data on numeracy.	All staff	October 2020	Review personalised support results and tracking and monitoring data.
	4. Early Years staff to engage in professional enquiry and research and engage in professional dialogue in respect of development of numeracy within the early years.	Suzy Fairclough Jennifer Adamson Nicola Eaves	Throughout year	Staff self-evaluation using HGIOELCs indicators, Care Commission Standards and Health Care Standards
	5. Provide professional learning activities for all staff	Lara Tolland	Throughout session	
	6. Increase confidence in Numeracy approaches through CLPL for all staff	All staff	November 2020	Raising staff awareness of new initiatives and current practices in the teaching of early number
	7. Identify resources to support the development of numeracy within the playroom.	Suzy Fairclough Jennifer Adamson Nicola Eaves	January 2020	Purchase of new resources to support early number.
	8. Provide whole staff development and dialogue sessions to share practice and review outcome/impact of approaches to ensure consistency.	All staff	March/April 2020	Evaluation



Strategic Priority 3: To improve planning and delivery of experiences within the playroom and increased knowledge and understanding of the pedagogy of play within the early years.

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • <u>Assessment of children’s progress</u> • <u>School improvement</u> • Performance information 	<ul style="list-style-type: none"> • <u>1.1 Self Evaluation for self-improvement</u> • <u>1.2 Leadership for learning</u> • <u>2.3 Learning teaching and assessment</u> • 2.4 Personalised support • 2.6 Transitions • 3.1 Ensuring wellbeing, equality and inclusion • <u>3.2 Raising attainment and achievement/Securing children’s progress</u> 	<u>Transform Learning and Teaching/Implement CfE</u>
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		<u>Leadership (Change and Improvement)</u>

Expected Outcome/Impact	Key Actions (How)	Personnel/Resources	Timescale	Comments
<ul style="list-style-type: none"> • Improve the quality of play experiences within our early learning and childcare nursery. • Improved confidence in staff in planning a range of outcomes and experiences to enrich the learning experience within the nursery. • Development of resources to support children in engaging more effectively with experiences and activities within the playroom and within the outdoor area. • Raised awareness in parents and carers of early years curriculum and the pedagogy of play. 	1.To audit current practices and resources within the playroom	Lara Tolland Terri Connelly Sharon Forbes All staff	September 2020	Staff identified via self-evaluation mechanisms and PDR process.
	2. Liaise with other establishments in respect of good practice	All staff	October 2020	Staff, children and parent/carers to take part in audit.
	3.Early Years staff to engage in professional enquiry and research and engage in professional dialogue in respect of the pedagogy of play.	Lara Tolland Terri Connelly Sharon Forbes	Throughout the year	Staff self-evaluation using HGIOELCs indicators, Care Commission Standards and Health Care Standardsm other professional reading material Engage with Pegagogy of Play Toolkit
	4. Engagement in professional learning activities	Terri Connolly Sharon Forbes	October 2020/May 2021	Froebal course attended by 2 members of staff – Literacy/Numeracy focus
	5. Engagement in CLPL opportunities for all staff	Lara Tolland	Throughout year – using improvement hours May	Contextualising play Pedgagogy of Play impact on learning
	6. Staff to deliver CLPL in relation	Terri Connolly	May 2021	Focus previously determined by staff at outset of Froebal training.
	7.Raise awareness of the importance of play and the impact on the curriculum	Lara Tolland All Staff	March 2021	Home activities developed with background information for parents on the pedagogy and how this can impact positively on their child’s development
	7.Provide whole staff development and dialogue sessions to share practice and review outcome/impact of approaches to ensure consistency.	All staff	May 2021	Evaluation

