



# Livingston Village Early Learning Centre IMPROVEMENT PLAN

2018 / 2019



## Factors Influencing the Improvement Plan

### ELC/ School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

- Impact of WLC 1140 Implementation Plan ( Future proofing for 1140 by 2020)

### Local Authority Factors

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*

Raising attainment, including closing the gap

*Delivering Better Outcomes*

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

West Lothian 1140 Expansion Plan

### National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare

Health and Social Care Standards ( HSCS)

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

SSSC standards

Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



**Vision:**

We are committed to and passionate about our centre. We will work together to create a thriving community where all children can achieve their potential. We will go all out to make sure our relationships are based on trust, equality and fairness. And as a team, we will give of our best as we grow and learn together.

**Values:**

- Respect
- Compassion
- Aspiration
- Perseverance
- Equality

**Aims:**

- Encourage a welcoming, caring environment where everyone can flourish, be valued and feel respected
- Promote a holistic approach where children are at the heart of the decision making
- Champion effective partnership working with home, agencies and the whole community

| Livingston Village Early Learning Centre   |   |             |                       | Ensuring Excellence and Equity  |  |  |  |
|--|---|-------------|-----------------------|---|--|--|--|
| Desired outcomes linked to NIF priorities<br><i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>   | NIF driver mapping<br><i>(check as appropriate)</i>   | HGIOELC QIs | H&S CS                | Proposed Actions  | By Whom  | By When  | Measures of Success<br><i>(include performance data, quality indicators and stakeholders' views)</i>   |
| <p><b>Raising attainment for all:</b></p> <ul style="list-style-type: none"> <li>• <b>Our improved curriculum framework secures children's wellbeing and rights including the right to play while reflecting a positive image of each child as a capable and competent learner.</b></li> <li>• <b>Our curriculum has a clearer vision and rationale shaped by the shared values of the ELC and its community. It is based firmly on play and active learning.</b></li> <li>• <b>SLT seek ways to continuously improve and plan those improvements strategically, and all practitioners feel increasing confidence to initiate well-informed changes and to share in the responsibility for the process of change.</b></li> <li>• <b>As a team, practitioners are making better use of quality observations and interactions to make more accurate judgements about children's progress.</b></li> </ul> | <input checked="" type="checkbox"/> ELC Improvement<br><input checked="" type="checkbox"/> ELC Leadership<br><input checked="" type="checkbox"/> Teacher Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input type="checkbox"/> Assess. of Children's Progress<br><input checked="" type="checkbox"/> Performance Information | 2.2         | 1<br>2<br>3<br>4<br>5 | <ul style="list-style-type: none"> <li>• SLT to consult with all stakeholders and create an improved strategic overview which will be used to ensure a shared understanding of the purpose and design of the curriculum.</li> <li>• Staff to review and revise the curriculum rationale based on Early Years Framework, Building the Ambition, Curriculum of Excellence Early levels, GIRFEC, national guidance and research.</li> <li>• Start a parents group with new parents to embed new VV&amp;As and consult over ELC improvements and curricular developments.</li> <li>• Focus on sharing values and curriculum rationale meaningfully with children and parents through planning processes and curricular evenings.</li> <li>• SLT to identify protected time on the annual calendar for ongoing self-evaluation to ensure we have specific, clear, measurable targets for improvements.</li> <li>• Working collaboratively, practitioners will work on improving observation statements to ensure they are high quality and inform significant developments.</li> </ul> | SLT<br><br>All staff<br><br>SLT Parents<br><br>All staff Parents<br><br>SLT<br><br>All staff | Dec 18<br><br>Dec 18<br><br>Dec 18<br><br>Dec 18<br><br>Aug 18<br><br>Oct 18 | <p>Self-Evaluation Activities including ELC community views</p> <p>Pupil learning conversations</p> <p>Staff evaluations and professional dialogue</p> <p>ELC QA observations</p> <p>Challenge Question:<br/><i>In what ways do we share the purpose of our curriculum framework with children, parents, practitioners and partners? What difference does this make to our practice?</i></p> |

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| <p><b>Improvement in Literacy for all:</b></p> <ul style="list-style-type: none"> <li>• Staff have a clearer understanding of how children develop early language skills and this knowledge is used to plan for a better blend of adult supported and child initiated experiences within real-life and imaginary contexts.</li> <li>• There are improved strategies to support children to build vocabulary that help them explore their thoughts and feelings and explain their thinking and understanding more easily.</li> </ul> | <input type="checkbox"/> ELC Improvement<br><input type="checkbox"/> ELC Leadership<br><input type="checkbox"/> Practitioner Professionalism<br><input type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Assess. of Children's Progress<br><input checked="" type="checkbox"/> Performance Information                       | <p>2.2<br/>2.3<br/>3.2</p>                 |                                  | <ul style="list-style-type: none"> <li>• EYO to use curricular trackers for literacy to identify coverage of E's &amp; O's to aid in future planning.</li> <li>• Yearly calendar identifies time for staff to familiarise themselves with progression pathways for Literacy.</li> <li>• All early years staff (including P1 teachers) to engage in professional dialogue about the Benchmarks and use them more confidently for assessment purposes.</li> <li>• Increase the use of environmental print in ELC to aid in building a literacy rich environment.</li> <li>• Collate results from Renfrew Vocabulary Test to develop a focus group of children for targeted intervention using Box Clever.</li> <li>• Identify staff to train in Read Write Inc – to provide targeted support for identified children.</li> <li>• Build a reading culture within the ELC using Big Bedtime Read and increase parental engagement in improving bedtime routines.</li> </ul> | <p>EYO<br/><br/>SLT<br/><br/>Early Years Staff<br/><br/>Early Years Staff<br/><br/>EYO<br/><br/>ELC Staff<br/><br/>ELC Staff</p> | <p>Sep 18<br/><br/>Aug 18<br/><br/>June 19<br/><br/>Dec 18<br/><br/>Oct 18<br/><br/>Dec 18<br/><br/>Sept 18</p> | <p>Self-Evaluation Activites<br/><br/>SNSA data<br/><br/>Vocab Test Results<br/><br/>Pupil learning conversations<br/><br/>Staff evaluations and professional dialogue<br/><br/>ELC QA observations<br/><br/>Challenge Question:<br/><i>How do we know that all children are making very good progress in literacy? What information do we already have and what do we still need to find out?</i></p> |
| <p><b>Improvement in Numeracy for all:</b></p> <ul style="list-style-type: none"> <li>• Staff have a clearer understanding of how children develop mathematical thinking and are more able to effectively promote learning in a skilful way using SEAL strategies, which is improving learner's attainment in numeracy.</li> <li>• Almost all children are making very good progress in numeracy and can confidently talk about their own progress in a more meaningful way.</li> </ul>   | <input type="checkbox"/> ELC Improvement<br><input checked="" type="checkbox"/> ELC Leadership<br><input type="checkbox"/> Practitioner Professionalism<br><input checked="" type="checkbox"/> Parental Engagement<br><input checked="" type="checkbox"/> Assess. of Children's Progress<br><input checked="" type="checkbox"/> Performance Information | <p>1.2<br/>2.2<br/>2.3<br/>2.5<br/>3.2</p> | <p>1<br/>2<br/>3<br/>4<br/>5</p> | <ul style="list-style-type: none"> <li>• SLT to identify time in the annual calendar for ongoing self-evaluation to ensure we have specific, clear, measurable targets for improvements in numeracy.</li> <li>• Protect time to allow staff to engage with numeracy pathways and the benchmarks to aid in planning and assessment.</li> <li>• Develop holistic assessments for Numeracy to identify pre-schoolers who would benefit from targeted interventions using SEAL strategies.</li> <li>• SLT to identify staff member to become the lead</li> </ul>  | <p>SLT<br/><br/>SLT<br/><br/>All staff<br/><br/>Staff</p>  | <p>Feb 19<br/><br/>Feb 19<br/><br/>April 19<br/><br/>Aug 18</p>   | <p>Self-Evaluation Activites<br/>SNSA data<br/>SEAL Assessments<br/>Pupil learning conversations<br/>Staff observations, evaluations and professional dialogue<br/>ELC QA observations</p>   |

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| <ul style="list-style-type: none"> <li>• All children have improved opportunities to develop numeracy skills in meaningful real life contexts in the nursery and at home.</li> </ul>   |   |  |  | <p>learner for maths in the ELC.</p> <ul style="list-style-type: none"> <li>• Offer further staff training in SEAL to increase practitioner confidence in providing numeracy rich environment within ELC.</li> <li>• Children will be given the opportunity to bake regularly in the ELC and to take food home. Recipes to be shared with parents. Parent helpers asked to support this activity.</li> </ul>  | <p>Member</p> <p>All staff</p> <p>All staff</p>   | <p>Aug 18</p> <p>Aug 18- June 19</p>  | <p>Challenge Question:<br/><i>How do we know that all children are making very good progress in Numeracy? What information do we already have and what do we still need to find out?</i></p> |
| <p><b>Improvement in all children and young people's wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing is promoted more effectively and it now underpins everything in our setting. It is based on mutual respect, honesty and trust.</li> <li>• Children feel better supported using the wellbeing indicators and can talk more confidently about them.</li> <li>• All practitioners are becoming proactive in promoting positive behaviour through positive relationships and most of our children are showing more consideration for others.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> ELC Improvement</li> <li><input type="checkbox"/> ELC Leadership</li> <li><input type="checkbox"/> Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input type="checkbox"/> Performance Information</li> </ul>                       | <p>1.2</p> <p>2.2</p> <p>2.3</p> <p>2.5</p> <p>3.2</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> | <ul style="list-style-type: none"> <li>• Complete an ELC GIRFEC audit using toolkit.</li> <li>• Embed wellbeing indicators in a meaningful way so learners can talk about them and can evaluate their wellbeing.</li> <li>• Host a curriculum evening on GIRFEC for parents and carers to share knowledge and increase their meaningful engagement in children's learning at home.</li> <li>• Create annual GIRFEC plan and focus on wellbeing in consultative planning sessions.</li> <li>• Engage all stakeholders in reviewing new West Lothian's Positive Relationships Policy.</li> <li>• All staff and management to engage in Duty of Candour training and develop practices and policies within the ELC.</li> </ul> | <p>All staff</p> <p>All staff</p> <p>EYO Parents /Carers</p> <p>SLT EYO</p> <p>All staff Parents /Carers</p> <p>All staff Parents /Carers</p> | <p>Oct 18</p> <p>Oct 18</p> <p>Nov 18</p> <p>Nov 18</p> <p>Nov 18</p> <p>Aug 18</p> | <p>Self-Evaluation Activites</p> <p>Pupil learning conversations</p> <p>Staff evaluations and professional dialogue</p> <p>ELC QA observations</p>   |
| <p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <ul style="list-style-type: none"> <li>• Almost all of the children are demonstrating a higher degree of motivation and engagement in a range of rich, challenging</li> </ul>   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ELC Improvement</li> <li><input checked="" type="checkbox"/> ELC Leadership</li> <li><input checked="" type="checkbox"/> Practitioner Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> | <p>3.2</p> <p>3.3</p>                                  | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> | <ul style="list-style-type: none"> <li>• Develop a wider range of experiences outdoors utilising the local environment so children develop a sense of community and belonging.</li> <li>• Staff to engage with documents My World Outdoors and Our Creative Journey to improve early years</li> </ul>   | <p>All staff</p> <p>All staff</p>   | <p>June 19</p> <p>June 19</p>   | <p>Self-Evaluation Activites</p> <p>Pupil learning conversations</p> <p>Data from Early Years trackers and baseline</p>  |

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| <p><b>experiences and opportunities that are on offer both indoors and outdoors.</b></p> <ul style="list-style-type: none"> <li><b>Learning experiences are more effective in extending and sustaining children's interests thus supporting them to make decisions and develop their resilience and independence.</b></li> </ul> <p><b>In the context of ELC refer to</b> the benefits of quality learning opportunities indoors and out<br/> Dispositions to learning<br/> Community links<br/> Skills for life/ Skills for work<br/> Developing aspirational children and families.<br/> Work with schools and colleges to develop employability skills in the ELC workforce in line with 1140 expansion</p> |  |  | <p>pedagogy and practice.</p> <ul style="list-style-type: none"> <li>Identify and formalise processes to better value children's contributions and achievements from beyond our setting and seek parent's views on how to do this effectively.</li> </ul> | <p>All staff</p> | <p>June 19</p> | <p>assessments</p> <p>ELC QA observations</p> <p>Challenge Question:<br/> <i>Do we truly value contributions and children's achievements from beyond the setting? Would parents/carers recognise their role in this?</i></p> |
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**Additionality: Pupil Equity Funding Plan: See LVPS SIP**