



CARMONDEAN ELC IMPROVEMENT PLAN

2020 / 2021

Carmondean ELC Curriculum Rationale

Our Aims

Learning & Teaching:

To provide a wide range of open ended, challenging and stimulating activities that will encourage and develop curiosity, enquiry and creativity.

Vision & Leadership:

To have an inspiring and ambitious shared vision that encourages all our children to feel safe, happy and respected within our setting.

Partnership:

To work alongside our parents and the community to ensure continual improvement for our children and families.

People:

To nurture and promote good relationships and a sense of belonging within our school and the wider community.

Culture & Ethos:

To create a welcoming, nurturing and happy environment where achievement, in all its forms, is valued and celebrated.

Our Values

Respect, Equity, Honesty, Engagement

Our curriculum is based on our four values. We pride ourselves on treating all our families as equal. We have worked hard to develop respect and honesty with our families and the community and firmly believe in engaging our families in all that we do.

Local & National Guidance

Realising the Ambition

How Good is our Early Learning and Childcare Centre

A Curriculum for Excellence

A Blueprint for 2020: The Expansion of Early Learning & Childcare

The Early Years Framework

Pre-Birth to Three

WLC Key Aspects of Learning

The National Improvement Hub

Health and Social Care Standards

The Principles of our Curriculum Design

Challenge & Enjoyment
Breadth
Progression
Depth
Personalisation & Choice
Coherence
Relevance

Assessment, Self-Evaluation and Professional Development

- A clear tracking and monitoring system based on key aspects of learning and professional dialogue is well used by all to ensure pupil progress is understood and learning needs identified.
- Online Learning Journals are used to evidence assessment and individual next steps are developed and shared with parents/carers regularly.
 - Self-evaluation and quality assurance are embedded. There are regular opportunities for staff and parents/carers to reflect and discuss how we are doing throughout the academic session.
- Practitioners engage in termly one to one meetings to monitor children under their care and set new targets for their own professional development.
- PRD targets are linked to personal learning requirements and the school improvement plan.



What makes us unique?

(taken from staff and parent/carer questionnaires)

- **Location**
- **Practitioners**
- **Size**
- **Outdoor Space**
- **Passion**

Pedagogy & Play

- Our curriculum is based firmly on play and active learning.
- Our practitioners are confident and knowledgeable and understand their critical role of play.
- We provide innovative and creative opportunities for children to experience high quality play both indoors and outdoor.

Skills for Life and Learning

- High priority is given to the development of children's health and wellbeing, and to the development of their skills in communication, early language and early mathematics.
- Our children's curriculum is enriched by the very effective contributions of carefully chosen partnerships.
- Through our highly responsive approach, our children are developing a broad range of skills within motivating and relevant contexts.
- We help our learners to experience a sense of achievement and to understand the reasons for their success.

Revised - April 2020

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>Raising attainment for all:</p> <p>*Increased practitioner confidence in using the ELC trackers and developing next steps in learning.</p> <p>*Planning will be streamlined and relate closely to the ELC trackers.</p> <p>*Use of RAG is consistent across the setting.</p> <p>*Increase parental engagement in learning.</p> <p>*Increased use of Froebelian approaches within the ELC.</p>	<p>1.1 1.4 2.3 2.5 3.2 3.3</p>	<p>1.15 1.19 1.30 5.20 5.22</p>	<p>*Practitioners to update their own trackers on a regular basis – continue for new staff.</p> <p>*Audit planning and implement area planners that relate closely to the ELC trackers. * Implement floor books and new planning sheets to capture child's voice. Adapt ongoing working document practice.</p> <p>*Termly meetings to take place with a member of management to ensure RAG grading's are consistent – continue for new staff.</p> <p>*Allocate time for practitioners to develop guidance as to what each stage of RAG looks like – continue for new staff.</p> <p>*Continue to engage parents through Personal Plans, phone calls, the noticeboard, Twitter and the Blog.</p> <p>*Two practitioners to complete the Froebel course with Edinburgh University – to continue.</p>		<p>March 21 March 21 June 21 March 21 Ongoing June 21</p>	<p>All staff are confident in updating their own trackers and these will be completed at 2 points throughout the session.</p> <p>Planners will be refreshed, workable and related to ELC trackers. Planners show progression, breadth and challenge.</p> <p>All RAG gradings are consistent across the setting.</p> <p>All practitioners are confident in each stage of the RAG process.</p> <p>A and B will complete Froebel course and will take forward their projects within the ELC. Time will be protected for them to feedback regularly to share knowledge.</p>
<p>Improvement in Literacy for all:</p> <p>*Increased use of Oral Literacy strategies to be used within ELC.</p> <p>*All pupils will experience high quality learning activities related to Literacy.</p>	<p>1.1 1.2 1.3 2.2 2.3 2.5 3.1 3.2</p>	<p>1.19 1.27 1.30 1.31 1.32 2.27</p>	<p>*Lead practitioner to share knowledge of oral literacy skills and develop a bank of ideas – continue for new starts.</p> <p>*Identified member of staff to lead on Literacy and audit to be completed with next steps evident.</p> <p>*To promote reading, staff (possibly P6 pupils) reading books to the children every Friday and posted on to Learner's Journals for children to access from home.</p> <p>*Continue to evaluate results of Renfrew Word Finding to assess and monitor vocabulary development.</p> <p>*Bookbug event held for children.</p> <p>*Weekly planning sheets show close links to the Literacy trackers – in floor book</p>		<p>March 21 Dec 20 Sept 20 As required Feb 21</p>	<p>All practitioners will be more confident in using oral literacy skills during group times.</p> <p>80% of children will achieve a majority of 'greens' within Literacy by June 2021. Parental engagement in reading will increase.</p> <p>Renfrew word finding assessments will show that 85% of children are scoring their age or above by June 2021.</p>

<p>Improvement in Numeracy for all:</p> <p>*Increased use of SEAL strategies within ELC.</p> <p>*All pupils will experience high quality learning activities related to Numeracy and Mathematics.</p>			<p>*Practitioners to attend training/complete professional reading around the use of SEAL strategies within ELC.</p> <p>*Identified member of staff to lead on Numeracy and Mathematics and audit to be completed with next steps evident.</p> <p>*Weekly planning sheets show close links to the Numeracy and Mathematics trackers.</p>		<p>Mar 21</p> <p>Mar 21</p> <p>Mar 21</p>	<p>All practitioners feel confident in using a wide range of SEAL strategies within small group time.</p> <p>Clear action plan of improvements requires within Numeracy and Mathematics developed and all practitioners aware of this.</p>
<p>Improvement in all children and young people's wellbeing:</p> <p>*Children will benefit from free-flow play outdoors and will be involved in developing the wooded area.</p> <p>*Further increase children's engagement with the Wellbeing Indicators.</p> <p>*Children are able to discuss their feelings and know who to approach to support them.</p>	<p>2.1</p> <p>2.4</p> <p>2.7</p> <p>3.1</p>	<p>1.19</p> <p>1.31</p> <p>1.32</p> <p>3.6</p> <p>3.8</p>	<p>*Lead practitioner to work alongside the children to develop the large garden space and use of the wooded area.</p> <p>*Use of wellbeing wheel to be increased and photos/evidence added on a regular basis.</p> <p>*Health and wellbeing check-ins with children.</p> <p>*SHANARRI characters used at Grouptime.</p> <p>*Use of feelings check in during group time using story stones.</p>		<p>June 21</p> <p>Ongoing</p> <p>Mar 21</p>	<p>Large outdoor space will be refreshed and have clearly defined areas that promote wellbeing, literacy, numeracy, curiosity and imagination.</p> <p>Some children will be able to discuss aspects of the wellbeing indicators and show a deep understanding of what these mean to them within ELC and at home.</p> <p>Most children are able to identify their feelings and the reason why they feel that way.</p> <p>All children show an awareness of who is there to support them within ELC.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>*Children will acquire knowledge of possible career choices.</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out</p> <p>Dispositions to learning</p> <p>Community links</p> <p>Skills for life/ Skills for work</p> <p>Developing aspirational children and families</p> <p>Work with schools and colleges to develop employability skills in the ELC workforce in line with 1140 expansion</p>	<p>2.2</p> <p>2.3</p> <p>2.7</p> <p>3.2</p> <p>3.3</p>	<p>1.10</p> <p>2.27</p> <p>3.25</p>	<p>*Role-play areas based on children's current interests and the world of work are developed and carefully monitored/evaluated.</p> <p>*Links with stake-holders will be developed further by sharing experiences of work and expertise with learners.</p> <p>*Monthly walks planned around the community.</p>		<p>Mar 21</p> <p>Ongoing</p> <p>Mar 21</p>	<p>Role play areas will be refreshed in line with children's interests and possible career choices.</p> <p>Parents/carers/stakeholders to be invited in regularly to share their skills and expertise with the children.</p> <p>All children will experience a walk around the community throughout the session.</p>

