



# **WHITDALE EARLY YEARS IMPROVEMENT PLAN**

**2016 / 2017**

<b>Priority 1: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY</b>					
<b>Area for development: <i>Maths and Numeracy: To continue to develop the quality of learning and teaching in maths and numeracy; to continue to improve practice in continuity and progression at the point of transition by effectively sharing and using information about learners</i></b>					
<b>Desired Outcome</b>	<b>Implementation Process (Actions)</b>	<b>By whom?</b>	<b>Time Scale</b>	<b>Resources / Costs / Training needs</b>	<b>Monitoring by whom ? how?</b>
<ul style="list-style-type: none"> <li>✓ Learners are more able to explain their mathematical thinking and apply skills in a variety of contexts</li> <li>✓ Learners are making appropriate progress across Early</li> </ul>	<ul style="list-style-type: none"> <li>• To provide more opportunities for learners to observe, explore, investigate, experiment, play, discuss and reflect</li> <li>• To engage in collaborative, cross-Cluster moderation and assessment of levels</li> <li>• To support career-long professional learning for staff, to ensure high quality and consistency in practice – e.g. SEAL, Maths Recovery and Number Talks; further engagement with Numeracy Development Officers</li> <li>• To continue the development of Cluster quality assurance approaches to improve learning and teaching in Maths and Numeracy – e.g. collaborative observation in and across the cluster</li> </ul>		<p>Sept 2016</p> <p>June 2017</p> <p>Ongoing</p> <p style="text-align: center;">↓</p> <p>June 2017</p>	<p>Time for collaboration, planning and professional learning</p> <p style="text-align: center;">↓</p>	<p>Peer observation</p> <p>Peer moderation – within schools, across schools and across sectors</p> <p>Staff use annotated exemplification from NAR, Principles and Practice papers, and Progression Pathways</p> <p>INSET days</p> <p>Early Level Cluster Network</p>

**Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)**

- *How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge*
- *How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?*
- *How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?*
- *How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?*
- *How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?*

**Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)**

***Examples of evidence taken from appendix 1 of West Lothian's Framework for Quality Improvement:***

- Student learning experiences
- Peer observation
- Planning for learning
- Performance information
- Moderation
- Peoples' views – the views of all stakeholders gathered in a systematic and manageable way
- VSE-council/cluster/school
- Identifying and sharing high quality practice

**Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY**

**Area for development: Literacy:** *To continue to develop the quality of learning and teaching in Literacy; to continue to improve practice in continuity and progression at the point of transition by effectively sharing and using information about learners*

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<ul style="list-style-type: none"> <li>✓ Learners can apply reading strategies more effectively</li> <li>✓ Learners are more able to apply their Literacy skills across the curriculum, and in a variety of contexts</li> <li>✓ Learners are making appropriate progress across Early</li> </ul>	<ul style="list-style-type: none"> <li>• To provide more opportunities for learners to observe, explore, investigate, experiment, play, discuss and reflect</li> <li>• To facilitate a range of local and wider opportunities for teachers to engage in professional dialogue about the quality of learning and teaching in Literacy</li> <li>• To engage in collaborative, cross-Cluster moderation</li> <li>• To support career-long professional learning for staff, to ensure high quality and consistency in practice</li> <li>• To continue the development of Cluster quality assurance approaches to improve learning and teaching in Literacy – e.g. collaborative observation in and across the cluster</li> <li>• Use latest and best documentation (Education Scotland, WL progression pathways) to ensure high quality and consistency in practice</li> </ul>		<p>From August 2016</p> <p>June 2017</p> <p>Ongoing</p> <p style="text-align: center;">↓</p> <p>June 2017</p>	<p>Time for collaboration, planning and professional learning</p> <p style="text-align: center;">↓</p>	<p>Peer observation</p> <p>Peer moderation – within schools, across schools and across sectors</p> <p>Staff use annotated exemplification from NAR, Principles and Practice papers, and Progression Pathways</p> <p>ISIS days</p>

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**Priority 2: EXCELLENCE THROUGH RAISING ATTAINMENT AND EQUITY**

**Area for development: Literacy:** *To continue to develop the quality of learning and teaching in Early Years; to continue to improve practice in continuity and progression at the point of transition by effectively sharing and using information about learners*

Desired Outcome	Implementation Process (Actions)	By whom?	Time Scale	Resources / Costs / Training needs	Monitoring by whom ? how?
<ul style="list-style-type: none"> <li>✓ Children are highly motivated and engaged in their learning.</li> <li>✓ Children are supported and challenged in their learning.</li> <li>✓ Staff have a clear understanding of planned learning and assessment.</li> <li>✓ Children’s interests and voice is reflected in planning that reflects personalisation and choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with Consultative Planning and Documentation Learning from PLODs.</li> <li>• PLODs are reflected in consultative planning and floorbooks used to document children’s choices and direction of learning.</li> <li>• Consultation with children to be evident in planning.</li> <li>• Parents engaged with planning through interactive planning wall.</li> <li>• Assessment uses a variety of methods (Aifl toolkit)</li> <li>• Key Aspects of Development are reflected in observations and used to inform next steps.</li> </ul>	EYO/NN/T /PT	<p>Ongoing</p> <p style="text-align: center;">↓</p> <p>June 2017</p>	<p>Time for collaboration, planning and professional learning</p> <p style="text-align: center;">↓</p> <p>June 2017</p> <p>Good Practise Visits</p> <p>BtA engagement/traini</p>	<p>Peer observation</p> <p>Peer moderation – within schools, across schools and across sectors</p> <p>Staff use annotated exemplification from NAR, Principles and Practice papers, and Progression Pathways</p> <p>ISIS days</p>

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<ul style="list-style-type: none"> <li>✓ Children's progress is tracked and timely interventions are put in place to ensure appropriate pace and challenge for all learners.</li> <li>✓ Quality observations inform the Learners Journeys.</li> <li>✓ Quality engagement from learners with their Learner's Journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Online Learner's journeys rolled out with all staff.</li> <li>• Children given opportunities to engage with their own learner's journey by contributing their own ideas and choices.</li> <li>• Parent's given opportunity to learn how to engage with their online profile.</li> <li>• Technology used more frequently on Nursery floor to engage children with their Journeys.</li> <li>• Children's development tracked using online system.</li> </ul>	PT/T/EYO/ NN	August to December 2016.	Collaboration, planning and professional learning.	<p>Peer observation</p> <p>Peer moderation – within schools, across schools and across sectors.</p> <p>Staff used annotated exemplification from Building the Ambition, Care Standards, HGIOELC and Progression Pathways.</p> <p>ISIS days.</p>
<ul style="list-style-type: none"> <li>✓ Engagment in collaborative practices to improve the ELCC experiences.</li> <li>✓ Staff will contribute effectively to the self-evaluation process.</li> <li>✓ Staff will further</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with new HGIOELC document.</li> <li>• Using HGIOELC to inform self-evaluation and moderation activities.</li> <li>• Further Building the Ambition document training.</li> <li>• Engagement with the SSSC website.</li> <li>• Participating in Early Years Networks.</li> <li>• Attending Good Practice visits.</li> </ul>	<b>PT/EYO/T</b> <b>/NN</b>	<b>August to</b> <b>December</b> <b>2016</b>	Collaboration, Planning and professional learning.	<p>Peer observation</p> <p>Peer moderation – within school, across schools and across sector.</p> <p>Staff use annotated exemplification</p>

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<p><b>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</b></p> <ul style="list-style-type: none"> <li>• <i>How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?</i></li> <li>• <i>How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</i></li> <li>• <i>How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?</i></li> <li>• <i>How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?</i></li> <li>• <i>How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?</i></li> </ul>			<p><b>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</b></p> <p><i>Examples of evidence taken from appendix 1 of West Lothian's Framework for Quality Improvement:</i></p> <ul style="list-style-type: none"> <li>• Student learning experiences</li> <li>• Peer observation</li> <li>• Planning for learning</li> <li>• Performance information</li> <li>• Moderation</li> <li>• Peoples' views – the views of all stakeholders gathered in a systematic and manageable way</li> <li>• VSE-council/cluster/school</li> <li>• Identifying and sharing high quality practice</li> </ul>		