

## Framework for Centre Improvement Planning 2022/23

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Meadowburn Early Years Centre & Gaelic Early Years Centre
Head Teacher / Head of Centre	Jennifer Campbell (HT) & Louise Martin (DHoC)
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p style="text-align: center;"><u>Our Vision</u></p> <p>At Meadowburn Early Years Centre we put children's well-being at the forefront of everything we do. We believe that children learn best in an environment where they feel safe, happy and secure. We value all partnerships and strive to ensure all children and their families feel welcomed and included.</p> <p><u>Our Shared Values &amp; Aims</u></p> <ul style="list-style-type: none"> <li>• Respect, Co-operation, fairness, kindness, responsibility &amp; honesty.</li> </ul> <p><u>Our aims:</u></p> <ul style="list-style-type: none"> <li>• To provide a safe, stimulating and nurturing environment where all children are given opportunities to reach their full potential.</li> <li>• To promote independent thinking, by encouraging children to make choices in their learning.</li> <li>• To have an inclusive approach to learning, taking into account all levels of ability and developing minds.</li> <li>• To encourage positive attitudes to learning by implementing fun, interesting and challenging experiences for all children.</li> <li>• To provide opportunities for Outdoor Play.</li> <li>• To encourage children to explore, appreciate and respect their environment indoors and outdoors.</li> <li>• To develop partnerships with parents and families.</li> <li>• To link with the local community</li> <li>• To put the care &amp; welfare of the children at the heart of everything we do.</li> </ul>

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Parental Engagement & Community Partnerships	Parental Engagement	Parental Engagement
Priority 2	Well-being of all – Focus on children's rights, Nurture & GIRFEC	Well-being of all -	Well-being of all -
Priority 3	Planning & Tracking (Our journey) – focus on tracking progress, ferre laevers LCFE, Talk for Writing	Planning & Tracking (our journey) – planning & tracking progress	Planning & Tracking (our journey) – new focus?

Section 2: Improvement Priority 1	
<b>Early Years Centre</b>	Meadowburn Early Years Centre & Gaelic Early Years Centre
<b>Improvement Priority 1</b>	Parental Engagement & Community Partnerships
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with?  Louise Martin – Depute Head of Centre Rachel Hastie – Gaelic Early Years Teacher Ilona Cassidy – Senior Early Years Worker Christine Riddell – Early Years Teacher Wendy Hill & Debbie Lamont – Family Champions

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required  Improvement in children and young people's health and wellbeing	Delete / copy as required  parent / carer involvement and engagement	Delete / copy as required  QI 2.7 Partnerships QI 2.5 Family Learning QI 3.1 Ensuring wellbeing, equality & inclusion	Delete / copy as required  Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Family Champion Role</li> <li>Leading &amp; implementing workshops for parents &amp; children</li> <li>Leading &amp; implementing local trips/walks</li> <li>Lead role in re-establishing community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Staff, children &amp; families</li> <li>Time &amp; Space</li> <li>Rotas &amp; schedules</li> <li>Community Links</li> <li>Policies &amp; procedures – new or update</li> </ul>

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>Leadership Roles</li> <li>CPD opportunities – Triple P training</li> <li>Shared practice – visiting other centres</li> <li>Reading &amp; Research – Realising The Ambition, My World Outdoors, CI Quality Framework, Health &amp; Social Care Standards, Space to Grow</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Feedback from parents</li> <li>Partnership working</li> <li>Involvement in policy &amp; procedure development</li> <li>Attendance at workshops, trips &amp; play sessions</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Early & Sustained parental engagement	<ul style="list-style-type: none"> <li>Welcome pack</li> <li>Stay &amp; Play sessions</li> <li>Newsletters</li> <li>Emails</li> <li>Partners in Care Plan</li> <li>Local trips/visits</li> <li>Workshops</li> <li>Parent Forum</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Verbal feedback</li> <li>Glow surveys</li> <li>Questionnaires</li> <li>Daily dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Termly</li> <li>Throughout the year when required</li> </ul>	
Established community links and partnerships	<ul style="list-style-type: none"> <li>Links with local amenities</li> <li>Walks in local area</li> <li>Visits to nursery</li> </ul>	<ul style="list-style-type: none"> <li>Photographs</li> <li>Floor books</li> <li>Written and verbal feedback from children, staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
Effective practice with positive impact on learners	<ul style="list-style-type: none"> <li>Family Champion supports – monthly blog, individual interventions, Triple P</li> </ul>	<ul style="list-style-type: none"> <li>Parental feedback</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	

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	<ul style="list-style-type: none"> <li>• 'what's happening' display board</li> </ul>			
Effective communication – reaching all parents/carers	<ul style="list-style-type: none"> <li>• Glow blog starting during summer period</li> <li>• Better link between information on Facebook &amp; Twitter and emails</li> <li>• Update website</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parents – glow surveys, verbal</li> <li>• Dialogue with parents &amp; staff</li> <li>• Responses to glow surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
Partnerships	<ul style="list-style-type: none"> <li>• Improved involvement in centre evaluations &amp; improvements</li> <li>• Parents more within the centre</li> <li>• Parents involved in decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Record quantitative &amp; qualitative data through feedback and numbers participating</li> </ul>	<ul style="list-style-type: none"> <li>• Termly (Nov, Mar &amp; June)</li> </ul>	

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Section 2: Improvement Priority 2	
<b>Early Years Centre</b>	Meadowburn Early Years Centre & Gaelic Early Years Centre
<b>Improvement Priority 2</b>	<b>Well-being of all – focus on children’s rights, Nurture &amp; GIRFEC</b>
<b>Person(s) Responsible</b>	<p>Who will be leading the improvement? Who will they collaborate with?</p> <p>Jennifer Campbell – Head teacher  Louise Martin – Depute Head of Centre  Rachel Hastie – Gaelic Early Years Teacher  Christine Riddell – Early Years Teacher  Ilona Cassidy – Senior Early Years Worker  Chantelle Lamb - Nurture Champion  Jillian Towill - Children’s Rights Champion</p> <p>Collaboration with staff team, parents and carers and Quality Improvement Officer</p>

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people’s health and wellbeing	curriculum and assessment school leadership school improvement	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.1 Safeguarding and Child protection QI 2.4 Personalised Support	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people’s mental health and wellbeing

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>• Champion Roles</li> <li>• Lead new initiatives</li> <li>• Practitioner Enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Time &amp; Space</li> <li>• New policies or updates</li> <li>• Reading resources</li> <li>• Staff, children &amp; families</li> <li>• Rotas &amp; schedules</li> </ul>

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>• Annual Child protection update</li> <li>• Reading &amp; Research – Realising The Ambition, UNCRC, Nurture, CI Quality Framework</li> <li>• CPD opportunities</li> <li>• Shared practice – visiting other centres</li> </ul>	<ul style="list-style-type: none"> <li>• Partners in learning – journal inputs, creating or updating policies</li> <li>• Participation in support process if required</li> <li>• Progress meetings</li> <li>• Daily dialogue</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Improved well-being – positive impacts <ul style="list-style-type: none"> <li>• Early protective Measures</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating achievements through ‘star awards’ with well-being focus</li> <li>• PATHS focus</li> <li>• Putting children’s rights into daily practice – planning, journals, policies</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal &amp; written feedback from parents</li> <li>• Observations – children’s voice</li> <li>• Monitoring Care Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Monthly monitoring</li> </ul>	

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	<ul style="list-style-type: none"> <li>Developing children's rights policy</li> <li>Continue to roll out Early Protective Measures programme</li> <li>Focus on Climate Change – Action 13</li> <li>Care Plan update</li> </ul>			
Staff learning opportunities PDR, CPD	<ul style="list-style-type: none"> <li>Promote and support further learning</li> <li>Celebrate staff achievements more</li> <li>Implement consistent staff meetings</li> <li>Improved communication system for all</li> </ul>	<ul style="list-style-type: none"> <li>PDR process</li> <li>Involvement of parents &amp; children in staff achievements</li> <li>Emails, staff meetings, Whatsapp</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Termly</li> <li>Monthly</li> </ul>	
Inclusion & Equity	<ul style="list-style-type: none"> <li>Actions plans</li> <li>Well-being assessments</li> <li>Support &amp; Challenge</li> <li>Discussing at Support for All if required</li> <li>Relationships with parents</li> <li>Differentiation</li> <li>Connection time with keyworkers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to monitor and evaluate learning – gather data and action</li> <li>Glow surveys for staff and parental feedback</li> <li>Verbal feedback</li> </ul>	<ul style="list-style-type: none"> <li>Monthly</li> <li>Ongoing</li> </ul>	
Nurturing practices <ul style="list-style-type: none"> <li>Setting the table</li> <li>Nurture – a whole school approach</li> </ul>	<ul style="list-style-type: none"> <li>Develop nurture space</li> <li>nurturing setting - principles in practice</li> <li>Visit other settings</li> <li>Nurturing lunches</li> </ul>	<ul style="list-style-type: none"> <li>SMT monitor and evaluate</li> <li>Nurture space use recorded in Action Plans</li> </ul>	<ul style="list-style-type: none"> <li>Monthly monitoring</li> <li>Ongoing</li> </ul>	

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Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	Meadowburn Early Years Centre & Gaelic Early Years Centre
<b>Improvement Priority 3</b>	<b>Planning &amp; Tracking – Our Journey with focus on tracking learning, LCFE &amp; Ferre Laevers</b> <b>Whole school improvement priority – Talk for writing programme</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with?  Jennifer Campbell – Head Teacher Louise Martin – Depute Head of Centre Christine Riddell – Nursery Teacher Rachel Hastie – Gaelic Nursery Teacher Collaboration with staff team and Quality Improvement Officer

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required  Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	Delete / copy as required  curriculum and assessment performance information school improvement	Delete / copy as required  QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 1.2 Leadership of Learning	Delete / copy as required  Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Literacy Champion Role</li> <li>Practitioner Enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Time &amp; Space</li> <li>Staff &amp; children</li> <li>Guidance – Talk for Writing, Word Aware</li> <li>Rotas</li> </ul>

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>• Reading &amp; Research – CFE, RTA, CI Quality Framework</li> <li>• CPD opportunities – Talk for Writing, Planning, Tracking progress</li> <li>• Shared practice – visiting other centres</li> <li>• External Talk for Writing training – to be attended by Literacy Champions &amp; EY Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Information sessions – in person or virtual</li> <li>• Progress meetings</li> <li>• Learning Journal partnerships</li> <li>• Care planning partnerships – meetings, Action Plans</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Recorded children's progression and development	<ul style="list-style-type: none"> <li>• Continue learning journal progress</li> <li>• Attend further training</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to monitor journal contributions - record and implement priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly monitoring</li> </ul>	
Tracking progress	<ul style="list-style-type: none"> <li>• Use paper tracking system to record progressions</li> <li>• Link with Care Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to monitor and support</li> <li>• SMT to monitor Care Plans</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	
Effective communication	<ul style="list-style-type: none"> <li>• Develop nursery BLOG</li> <li>• Continue with monthly newsletters</li> <li>• Use Facebook &amp; Twitter as means of communication</li> <li>• Verbal updates to parents</li> <li>• Open communication through journals</li> </ul>	<ul style="list-style-type: none"> <li>• Glow survey feedback from staff and parents</li> <li>• Verbal feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Termly</li> </ul>	
Support and Challenge identified	<ul style="list-style-type: none"> <li>• Ferre Laevers observations</li> </ul>	<ul style="list-style-type: none"> <li>• Carryout observations – inform individual supports</li> </ul>	<ul style="list-style-type: none"> <li>• Twice per year</li> </ul>	

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Differentiation	<ul style="list-style-type: none"><li>• Planning process – learning opportunities</li><li>• Discuss at Support for all</li><li>• Small group work – teacher lead &amp; connection time</li></ul>	<ul style="list-style-type: none"><li>• Teacher to monitor and support</li><li>• Discuss impact with team</li></ul>	<ul style="list-style-type: none"><li>• Monthly</li><li>• Scheduled meetings</li></ul>	
Child-centred planning	<ul style="list-style-type: none"><li>• Children's voice is evident and actioned - Teacher to support</li><li>• Children's Rights are evident in practice and planning process</li></ul>	<ul style="list-style-type: none"><li>• Discuss at staff meetings, In-service</li><li>• Teacher to monitor and support</li></ul>	<ul style="list-style-type: none"><li>• Scheduled meetings</li><li>• Monthly monitoring</li></ul>	

School Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday 20<sup>th</sup> June 2022