



St. Mary's
(Duntocher) Early
Learning &
Childcare Centre
Improvement Plan

2018 / 2019



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Improvement Priorities in West Dunbartonshire Council 2018/19

West Dunbartonshire Council has **four Improvement Priorities** for session 2018/19:

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

We have **seven local drivers** to help deliver these priorities:

- School Improvement
- Parental and Family Engagement Strategy
- Assessment, Moderation & Tracking Framework
- Learner Journey
- Early Learning and Childcare
- Literacy, Numeracy, Health and Well Being Strategies
- Regenerating Learning

What are our priorities for session 2018/19?

Priority Area	Establishment / Local Learning Community / Area / Local Authority / National
Raising attainment and achievement in Literacy, Health and Wellbeing and Numeracy & Mathematics, and closing the poverty related attainment gap.	Establishment, Local Authority, National priorities
Developing planning, tracking and recording systems that support all learners progress and achievement	Establishment , Local Authority and National Priorities

Priority 1:

Priority 1:		Raising attainment and achievement in Literacy, Health and Wellbeing and Numeracy & Mathematics, and close the poverty related attainment gap.			
Focus Area:		Raising attainment in Numeracy & Mathematics, and closing the poverty related attainment gap.	School / Local Learning Community / Area / Local Authority / National:		Establishment priority WDC priority National priority
SMART Action:	Responsibility:	Timescale:	Resources:	PEF:	Measure(s) of Success:
Use the National Improvement Framework and WDC pathways and guidelines to plan for learning, teaching and assessment in Numeracy and mathematics	- Head of centre - Early stages Teacher - Lead practitioner - Early Learning practitioners	Ongoing throughout 18/19	- National Improvement Framework - Progression pathways - WDC toolkits, and data collected from previous terms - HGIELCC - Monthly collegiate discussions on learner progress		- Staff confidence in attainment levels for individual learners increase to support timely and significant progress - Staff have increased knowledge in NIF drivers and their relevance to raising attainment - Tracking progress in Numeracy and Mathematics is efficient and embedded
Staff to visit other centres to share good practice	All staff in	Sept/Oct 2018	Staff cover support		Staff will have increased

Staff to work in partnership with P1 teachers to support shared learning and knowledge of numeracy and mathematical development and approaches	• centre • HOC		• HGIELCC • Self evaluation calendar/ • observations • Benchmarks		knowledge, confidence and skill in developing learning environments to best support attainment in Numeracy and Mathematics, through seeing other environments and engaging in professional dialogue with colleagues within and outwith their own establishment
	• EST • HOC • TL • P1 teachers • Practitioners	Monthly from Sept 2018	• HGIOELCC • HGIOS • Transition calendar • SEAL • Toolkit		• Staff knowledge and skill will increase on Numeracy and Math approaches • Learners next steps will be supported appropriately • Transition will be enhanced for learners and teachers • SEAL approaches will be embedded • Raised attainment

Set up and embed a numeracy learning library to support partnerships with parents	• Practitioners • Parents • Children	Sept-June 2018t	• Lending bags • Numeracy games supporting the 5 principles of counting		for all learners • Parents will be supported in actively participating in planning their child's next steps • Children will take ownership of their next steps and how to involve their parent/carer • Parents/carers/ practitioners and children will work together to plan next steps
Participation in Maths week Scotland	• Parents • Children • All staff	Sept 2018	• Challenges for learners, families and staff		• Positive feedback from parents • Raised attainment for all learners

To develop stimulating learning environments both indoor and outdoors that support problem solving, enquiry and investigation through numeracy and maths	• HOC • TL • All staff • Parents • Children	Ongoing from August 2018	• Observations and consultation of/from learners interacting with environments • Frequent collegiate discussion of the impact and quality of the learning environments • Staff visit other centres • Open ended resources • Staff questioning support		• All stakeholder involvement • Raised attainment for all learners • Practitioner skill and confidence in questioning increased • Learning environment both indoors and outdoors are responsive, exciting, inviting and well resourced. They reflect children's interests and support the development of numeracy and math skills. • Learners will be inspired by their learning environment
The use of data from toolkits, observations, CAR projects will		Ongoing	• Toolkit • Trackers		• Practitioners will be confident in the use

be used to close the poverty related attainment gap by focusing resources specifically to address challenge/equity/lack of learner progress	• HOC • EST • TL • Practitioners • PA • partners	reflection of data and targeted approaches	• SIMD • NAMS • CAR • Observations • HGIOELCC • SPLT • ED Psyche • Health		of/analysis of data to raise attainment • Targeted learners will make progress in literacy development • Interventions and approaches will be flexible and measured to ensure impact
A culture of self evaluation will be embedded to ensure best practice and high quality learning and teaching approaches to raise Numeracy & Math attainment	• HOC • TL • Parents/carer • Children • Practitioners • Partners	Continuously Informal/ formal monthly	• HGIOELCC • Peer assessment • Room visits • Learning rounds • Collegiate meetings • Self evaluation calendar		• Children will learn how to evaluate their learning and be included in setting their next steps • Practitioners will be confident in peer assessment to raise attainment • Staff and children will reflect on the learning environment to ensure high quality learning opportunities that are responsive to needs and skill development

					• All stakeholders will feel confident in contributing to the continued development of numeracy/math approaches
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Priority 2:

Priority 1:		Raising attainment and achievement in Literacy, Health and Wellbeing and Numeracy & Mathematics, and closing the poverty related attainment gap.			
Focus Area:		Raise attainment in Literacy and closing the poverty related attainment gap	School / Local Learning Community / Area / Local Authority / National:		- Establishment priority - WDC priority - National priority
SMART Action:	Responsibility:	Timescale:	Resources:	PEF:	Measure(s) of Success:
Use the National Framework and progression pathways to plan for learning, teaching and assessment in Literacy	- HOC - Team Leader - EST - Practitioners	Ongoing throughout 2018	- National Improvement Framework - Progression pathways - WDC toolkits, and data collected from previous terms - HGIELCC - Monthly collegiate discussions on learner progress - Education Scotland - SSSC - Care Inspectorate		- Staff confidence in attainment levels for individual learners increase to support timely and significant progress - Staff have increased knowledge in NIF drivers and their relevance to raising attainment - Tracking progress in Literacy is efficient and embedded
Staff work collaboratively with P1 staff to explore and evaluate	- EST - Team Leader	Monthly	HGIOELCC		Staff knowledge and skill will increase on

skills and approaches to literacy development	• All practitioners • P1 teachers		• HGIOS • Transition calendar • Word aware • Rhyme time • toolkit		Literacy approaches • Learners next steps will be supported appropriately • Transition will be enhanced for learners and teachers • Raised attainment for all learners
Rhyme Time will be embedded for all learners	• EST • All staff	Sept 2018	• Rhyme time • Training timetable • Progression pathways		• Staff will feel confident in using Rhyme time as an approach/method of raising literacy attainment • Increased attainment in literacy for all learners
To develop stimulating learning environments both indoor and outdoors that support literacy skills such as listening, talking, rhyming, writing etc.	• HOC • TL • EST • All practitioners • Parents/families • Children	Continuously	• Observations and consultation of/for learners interacting with environments • Frequent collegiate discussion of the impact and quality of the		• Learning environment both indoors and outdoors are responsive, exciting, inviting and well resourced. They reflect children's interests and support the development of Literacy skills.

Literacy skills to be developed through music and movement approaches Tracking learner progress in literacy will be embedded	• CPD • All practitioners • Music professional	October	• learning environments • Staff visit other centres • Open ended resources • Staff questioning support • Musical instruments • Rhyme time • Progression pathways • Toolkit	• All stakeholder involvement • Raised attainment in literacy for all lincrease • Raised attainment for all learners • Learners will be inspired and actively engaged in their literacy learning • Increased staff motivation
	• EST • TL • All practitioners	Continuously	• Toolkit • Collegiate calendar/program • ICT • Observations • Planning	• Staff will discuss next steps in individual children's literacy progress frequently • Staff will confidently use observations and online tracking to capture formal/holistic assessment • Children's literacy attainment will increase

A culture of self evaluation will be embedded to ensure best practice and high quality learning and teaching approaches to raise Literacy attainment	• HOC • TL • Parents/carer • Children • Practitioners • Partners • ESO • QIO	Continuously Informal monthly	• HGIOELCC • Peer assessment • Room visits • Learning rounds • Collegiate meetings • Self evaluation calendar • Improvement visits		• Children will learn how to evaluate their learning and be included in setting their next steps • Practitioners will be confident in peer assessment to raise attainment • Staff and children will reflect on the learning environment to ensure high quality learning opportunities that are responsive to needs and skill development • All stakeholders will feel confident in contributing to the continued development of literacy approaches
The use of data from toolkits, observations, CAR projects will be used to close the poverty related attainment gap by focusing resources specifically to	• HOC • EST • TL • Practitioners • PA • partners	Ongoing reflection of data and targeted approaches	• Toolkit • Trackers • SIMD • NAMS • CAR • Observations		• Practitioners will be confident in the use of/analysis of data to raise attainment • Targeted learners will make progress in

address challenge/equity/lack of learner progress			• HGIOELCC • SPLT • ED Psyche • Health		literacy development • Interventions and approaches will be flexible and measured to ensure impact
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Priority 3:

Priority 2:		Developing planning, tracking and recording systems that support all learners progress and achievement			
Focus Area:		All learners journey's are documented and supported effectively to ensure progression, equity and raised attainment	School / Local Learning Community / Area / Local Authority / National:		Establishment priority Local Authority priority National Priority
SMART Action:	Responsible	Timescale:	Resources:	PEF:	Measure(s) of Success:
That responsive planning is supported and embedded	• HOC • TL • All practitioners	By January 2019	• Planning and tracking • Observations • CPD • HGIOELCC		• The learning environment will reflect learners needs and development • Planning system will value consulting with children and families • That planning for learning will begin with observations
That the pace of day supports high quality learning /equity for all	• HOC • TL • EST • All Staff	By October 2018	• Timetable • Observations • HGIOELCC		• All learners have access to free play and adult led learning • Literacy,numeracy and Health and wellbeing will be actively supported for all learners • Opportunities for

That planning supports the documentation of significant learning and progress, and considers the age and stage of all learners	• HOC • TL • EST • All practitioners	By August 2019	• Planning sheets • Cycles of symbolisation • Portfolios • Observations • HGIOELCC		busy and quiet time • All children will have a care plan in place that works in partnership with families, and recognises prior learning and development • That portfolios will document children's learning and skill development • Consulting with children and families is at the heart of planning process • Less bureaucracy and duplication • Staff confidence in planning will increase, as will understanding of how it works.
That planning systems are manageable	• HOC • TL	By August 2019	• WDC guidelines • CPD • Scottish		• Less bureaucracy and duplication • High quality

Children's portfolios evidence children's progress in all aspects of learning and development	• HOC • TL • Practitioners • Children • families	By August 2019	Government guidelines • WDC guidelines • CPD • Scottish Government guidelines • International research • Questionnaires	• responsive teaching • Differentiation of approaches for all learners • Staff stress reduced • Staff confidence in the planning system increased as they understand it • Staff plan and evaluate more with learners • Portfolios will reflect individual learners journeys, personalities, skills and attitudes • They will reflect and record high quality learning • Parents, carers, children and practitioners will have access to them and contribute to their continuous evaluation • Children will be able to talk about their learning and reflect on their skills and development
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