



Framework for Centre Improvement Planning 2022/23

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Craighead Early Years Centre
Head Teacher / Head of Centre	Lynne Stewart
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p><b>Our Vision</b> Our vision is to be the best we can be in a loving, happy, inclusive environment.</p> <p><b>We Value:</b></p> <ul style="list-style-type: none"><li>• Fun</li><li>• Safety</li><li>• Happiness</li><li>• Being Responsive</li><li>• Parental Involvement</li><li>• Care and Nurture</li><li>• Following Children's Interests</li></ul> <p><b>Our Aims and Objectives</b> To have happy, confident children who are motivated to explore, play and try new things. To be reflective and responsive to our children's, parent's and staff's interests, needs and opinions. To have an environment that provides fun, stimulating and challenging learning experiences. To develop a child-centred curriculum which follows their developmental needs and interests, and is extended by staff.</p>



<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>			
Bullet point key priorities for the next 3 years			
<b>Session</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
<b>Priority 1</b>	Ensuring children’s ideas and interests help shape the learning environment and experiences.	<ul style="list-style-type: none"> <li>• Develop induction process</li> <li>• Develop review process</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate effectively with stakeholders</li> <li>• Extend and develop range of partners</li> </ul>
<b>Priority 2</b>	Ensuring we use skilled questioning and interact in a sensitive, responsive and stimulating way to promote curiosity, independence, confidence and secure progress.	<ul style="list-style-type: none"> <li>• Develop a Curriculum Rationale</li> </ul>	<ul style="list-style-type: none"> <li>• Extend range and quality of family learning opportunities</li> </ul>
<b>Priority 3</b>	Ensuring effective strategies are in place to improve experiences and progress for all children (with a focus on those with ASN).	<ul style="list-style-type: none"> <li>• Ensure that significant learning is identified and tracked</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s use of digital technologies enhances, deepens and personalises play and learning</li> </ul>



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Section 2: Improvement Priority 1	
<b>Early Years Centre</b>	Craighead EYC
<b>Improvement Priority 1</b>	<b>Ensuring children’s ideas and interests help shape the learning environment and experiences</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? HT, SEYW, EYT, EYW

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all	teacher professionalism	QI 1.2 Leadership of Learning QI 1.4 Leadership and Management of practitioners QI 1.5 Management of resources to promote equity QI 2.2 Curriculum QI 3.3 Developing creativity and skills for life and learning	Improvement in employability skills and sustained, positive school leaver destinations for all young people

Opportunities for Leadership	Resource Requirements
Area Champions Document pupils voice- where children’s ideas will be shared Mentoring/critical friend	Planning pack – Sparks book with policies, procedures, reference documents, planning/tracking masters Learner Participation in Educational Settings (3-18) Learner Participation Framework for Implementation Craighead Planning for Children’s Learning Craighead Wall Boards



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Professional Learning	Parental Engagement and Involvement
Input about CEYCs Planning Cycle and documentation process Input on learner participation Planning in the Moment training Drop-in/check in sessions with EYT Professional reading CLPL sessions	Floorbooks shared via Learning Journals Parental contribution to Learning Journals Reintroduction of Stay and Play sessions

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?	
Evaluation of opportunities for children to lead learning.	<ul style="list-style-type: none"> <li>Baseline readiness questionnaire to encourage reflection on current practice and skills in facilitating child led learning</li> </ul>	<ul style="list-style-type: none"> <li>Insight into practitioners' view of own practice</li> <li>Contrast personal evaluations with observations of practice</li> <li>Identify individuals' starting points and next steps through PDR's</li> </ul>	August 2022	
Professional development to ensure high quality interactions where staff interpret needs and interests through observations and provide opportunities and experiences that reflect those.	<ul style="list-style-type: none"> <li>Staff discuss what children leading learning looks/sounds like</li> <li>Training input to share good practice</li> <li>Opportunities to visit other centres</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Evidence of planning cycle on boards/trackers</li> <li>Floorbooks</li> <li>Peer Observations</li> <li>SLT observations</li> <li>Learning Journals</li> </ul>	Introduced: August 2022  Measurement: Ongoing	



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	<ul style="list-style-type: none"> <li>• Planning for Children’s Learning using Learning Journals</li> </ul>			
Use Learner Participation Framework for Implementation to map out implementation structure to enhance child led learning.	<ul style="list-style-type: none"> <li>• Use as starting point</li> <li>• Create a personalised implementation plan following the steps in the framework</li> </ul>	<ul style="list-style-type: none"> <li>• Use framework as benchmarks to evaluate progress over the year</li> </ul>	August 2022	
High quality interactions where staff interpret needs and interests through observations, and provide opportunities and experiences that reflect those integrated into practice.	<ul style="list-style-type: none"> <li>• Evaluation of practice using Realising the Ambition (pgs.30 and 31)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer observations</li> <li>• SLT observations</li> <li>• Compare practice with RtA indicators.</li> </ul>	October 2022 February 2023	
Evaluation of opportunities for children to lead learning.	<ul style="list-style-type: none"> <li>• Repeat baseline readiness questionnaire to encourage reflection on current practice and skills in facilitating child led learning</li> <li>• Play audit</li> </ul>	<ul style="list-style-type: none"> <li>• Insight into practitioners’ view of own practice</li> <li>• Compare responses with August to identify if a change has taken place</li> <li>• Evaluate impact of change using Planning Board and Floorbook evidence</li> </ul>	May 2023	
Ensure children and families feel that children	<ul style="list-style-type: none"> <li>• Consult with children in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post implementation feedback</li> </ul>	September 2022 April 2023	



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have the opportunity to lead learning.	<ul style="list-style-type: none"> <li>Forms questionnaires to parents to evaluate LJ/Floorbook data</li> </ul>	to allow to measure progress		
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Section 2: Improvement Priority 2	
<b>Early Years Centre</b>	Craighead EYC
<b>Improvement Priority 2</b>	<b>Ensuring we use skilled questioning and interact in a sensitive, responsive and stimulating way to promote curiosity, independence, confidence and secure progress.</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? HT, SEYW, EYT, EYW

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre	school leadership teacher professionalism	QI 2.3 Learning, Teaching & Assessment QI 1.3 Leadership of Change QI 2.4 Personalised Support QI 3.2 Ensuring children's progress	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>
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Area Champions Mentoring/critical friend Peer observations	Ethical Observations ppt Using Observations to Improve Learning ppt
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Professional Learning		Parental Engagement and Involvement		
Input on Quality Observations				
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?	
Professional development on how our centre can embed the use of observations to inform next steps and secure progress.	<ul style="list-style-type: none"> <li>Using Observations to Improve Learning ppt</li> <li>Education Scotland CLPL on observations and tracking</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of all levels of thinking in planning and documentation</li> </ul>	August 2022	
Creating an environment and experiences that facilitate learning and what the adult’s role within that.	<ul style="list-style-type: none"> <li>Identify opportunities to improve our interactions, experiences and spaces – brainstorm/consult with colleagues</li> <li>Implement changes – personally and collectively</li> </ul>	<ul style="list-style-type: none"> <li>Room layout</li> <li>Planning board and floorbook evidence</li> <li>Morning check-ins (as required)</li> <li>Drop-in sessions (responsive to practitioners’ needs)</li> <li>Peer observations</li> <li>SLT observations</li> </ul>	Ongoing	



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<p>Improved approaches to capturing and recording children’s progress.</p>	<ul style="list-style-type: none"> <li>• Model Learning Journal observation to ensure high quality content</li> <li>• Each child will have two tracked observations per month that show progression through learning pathways</li> <li>• Learning stories will be used to share day to day experiences</li> <li>• Mentors will be available to staff who feel they would benefit from extra support</li> </ul>	<ul style="list-style-type: none"> <li>• SLT monitor Learning Journal updates</li> <li>• Track using LJs</li> <li>• Drop-in sessions (responsive to practitioners’ needs)</li> </ul>	<p>Introduced: August 2022</p> <p>Measurement: Ongoing</p>	
<p>Evaluation of practitioners’ skills in extending children’s thinking.</p>	<ul style="list-style-type: none"> <li>• Baseline questionnaire prompting reflection on current practice, knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feedback pre training and implementation</li> <li>• Staff feedback post training and implementation</li> <li>• Planning board and wall will demonstrate staff extending thinking/experiences for learners</li> </ul>	<p>October 2022</p> <p>May 2023</p>	
<p>Professional development on how our centre can increase opportunities to extend children’s thinking.</p>	<ul style="list-style-type: none"> <li>• Higher-order thinking skills and questioning training</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of all levels of thinking in planning and documentation</li> </ul>	<p>Introduced: October 2022</p>	





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	<ul style="list-style-type: none"> <li>• Share selected Bloom's Buttons as prompts for interactions</li> <li>• <a href="#">Training Video</a></li> </ul>		Measurement: Ongoing	
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Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	<b>Craighead EYC</b>
<b>Improvement Priority 3</b>	<b>Ensuring effective strategies are in place to support wellbeing leading to improved experiences and progress for all children (with a focus on those with ASN).</b>
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? HT, SEYW, EYT, EYW

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required Placing the human rights and needs of every child and young person at the centre	Delete / copy as required school improvement curriculum and assessment	Delete / copy as required QI 3.1 Ensuring wellbeing, equality & inclusion QI 1.4 Leadership and Management of practitioners	Delete / copy as required Closing the attainment gap between the most and least disadvantaged



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Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children		QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships	Improvement in children and young people’s mental health and wellbeing
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<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>
Area Champions Autism Adviser Role	<a href="#">Self Care and Nurture</a> UNCRC – self evaluation Applying Nurture as a Whole School Approach

<b>Professional Learning</b>	<b>Parental Engagement and Involvement</b>
CCC Training input Nurture Training opportunities UNCRC Training input	Wellbeing assessments Care and learning planning Supporting transitions

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?	
Professional development and implementation of practice to create an environment where all children experience warm, responsive relationships.	<ul style="list-style-type: none"> <li><a href="#">Self Care and Nurture</a> – professional development on caring for ourselves and creating a nurturing environment</li> </ul>	<ul style="list-style-type: none"> <li>Infographic used as a reference/guide at staff meetings to continually reflect and improve practice</li> <li>SLT observations</li> </ul>	Introduced: August 2022  Measurement: Ongoing	



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	<ul style="list-style-type: none"> <li>• Create a 'Nurturing CEYC' infographic – what will we see, what will we hear, what will we feel</li> <li>• Staff participating in three year CLPL Nurture Plan for Early Years</li> </ul>			
All children have equal opportunities and have their individual needs recognised, documented and met by all team members.	<ul style="list-style-type: none"> <li>• Discuss the UNCRC and reflect on how well they are embedded within our personal and collective practice – focus on 2, 3, 23, 29</li> <li>• Use this knowledge to inform our 'Nurturing CEYC' infographic</li> </ul>	<ul style="list-style-type: none"> <li>• Infographic used as a reference/guide at staff meetings to continually reflect and improve practice</li> <li>• Care plans</li> <li>• Learning journals,</li> <li>• Planning boards</li> <li>• Individual tracking</li> </ul>	August 2022	
Develop staff knowledge of Nurture Principles 1 & 2 and ensure practice reflects the principles.	<ul style="list-style-type: none"> <li>• <a href="#">Self Care and Nurture</a> training</li> <li>• Update Infographic</li> </ul>	<ul style="list-style-type: none"> <li>• Infographic used as a reference/guide at staff meetings to continually reflect and improve practice</li> <li>• SLT observations</li> </ul>	October 2022  Measurement: Ongoing	
Develop staff knowledge of Nurture Principles 3 & 4 and ensure practice reflects the principles.	<ul style="list-style-type: none"> <li>• <a href="#">Self Care and Nurture</a> training</li> <li>• Update Infographic</li> </ul>	<ul style="list-style-type: none"> <li>• Infographic used as a reference/guide at staff meetings to continually reflect and improve practice</li> <li>• SLT observations</li> </ul>	February 2023  Measurement: Ongoing	



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<p>Develop staff knowledge of Nurture Principles 5 &amp; 6 and ensure practice reflects the principles.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Self-Care and Nurture</a> training</li> <li>• Update Infographic</li> </ul>	<ul style="list-style-type: none"> <li>• Infographic used as a reference/guide at staff meetings to continually reflect and improve practice</li> <li>• SLT observations</li> </ul>	<p>May 2023</p> <p>Measurement: Ongoing</p>	
<p>All children experience warm, nurturing interactions with all staff.</p>	<ul style="list-style-type: none"> <li>• Self-evaluation of the implementation of a nurturing approach</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation feedback</li> <li>• SLT observations</li> <li>• Parent feedback via Glow forms</li> <li>• Child's voice</li> </ul>	<p>May 2023</p>	
<p>Create a Nurturing CEYC policy.</p>	<ul style="list-style-type: none"> <li>• Reflect on progress made over the year</li> <li>• Use infographic details to inform policy wording</li> <li>• Consult children and parents</li> </ul>	<ul style="list-style-type: none"> <li>• User-friendly, informative, comprehensive policy created and implemented</li> </ul>	<p>May 2023</p>	