

POLKEMMET PRIMARY SCHOOL ELC IMPROVEMENT PLAN



2020 / 2021



Children staff, parents/carers and community partners will work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their full potential.



P.L.A.Y

PARTNERSHIPS - forming partnerships with families and our community to create stronger bonds between nursery and home.

LEARNING - with in the moment planning we can focus on the child's interest and focus on their individual development. If a child is interested in something there is space for learning in a fun natural way.

ACHIEVEMENTS - Let us know of any achievements your children have outside of nursery and we can celebrate their success here too. We will also celebrate children's personal achievements within nursery sharing this with parents/carers.

YOU - the children are the centre of their learning. We want you to be involved in your children's experience in nursery. It is parent's nursery too. We hope this will strengthen links and you feel you have a voice too.

School Improvement Planning Polkemmet Primary School (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people’s wellbeing:</p> <p>*All learners receive regular, well-planned learning in HWB.</p> <p>*ELC learners engage in self-reporting of their wellbeing to provide a baseline for future improvement</p>	<ul style="list-style-type: none"> Analysis undertaken with all stakeholders to identify required interventions / partnerships required Implement wellbeing recovery map and ELC self-assessment Action Plan/driver diagram focusing on the wellbeing of all children during and throughout the recovery phase 	<p>11/20</p> <p>05/21</p>	<ul style="list-style-type: none"> Almost all (90%) of ELC observations show how HWB is being implemented in learning experiences across the ELC to support learners understanding of wellbeing indicators and embed the language of GIRFEC and RRS. Almost all learning conversations between keyworkers and ELC children reflect children’s growing ability to articulate their understanding of the wellbeing indicators e.g. how to keep myself safe, how to express my emotions, peer relationships Targets achieved in monitoring and tracking levels supported by ongoing practitioner professional dialogue and engagement in HWB CLPL learning opportunities. At least 80% of stakeholders reporting positively about their child’s return to nursery
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>Continue developing a clear focus on planning for progression in literacy and numeracy</p>	<ul style="list-style-type: none"> Implement Literacy and Numeracy Recovery Action Plan / driver diagram Continue developing literacy and numeracy CLPL based on staff needs Engage with the wider community – partnerships including SLT, Cluster, Authority and RIC to shape the development of literacy and numeracy learning and teaching experiences that meet the needs of all learners. 	<p>11/20</p> <p>05/21</p>	<ul style="list-style-type: none"> Almost all (90%) of ELC observations show how Literacy and Numeracy is being implemented in learning experiences across the ELC to support learners understanding of literacy (reading, writing, listening and talking) numeracy Target achieved in monitoring and tracking levels supported by ongoing practitioner professional dialogue and engagement in literacy and numeracy CLPL learning opportunities.
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>All learners will experience high quality learning and teaching experience by engaging practitioners in supported professional learning.</p>	<ul style="list-style-type: none"> implement Learning & Teaching, Leadership for Improvement Action Plan / driver diagram Individual ARD targets are focussed on pedagogical practice Introduce more robust QA & M & T systems Engage with learners, parents & the wider community including Cluster, Authority and RIC to shape the development of learning and teaching experiences that meet the needs of all learners 	<p>11/20</p> <p>05/21</p>	<ul style="list-style-type: none"> Baseline observations = majority (80%) evaluated as good or above Almost all learning experiences (over 90%) are evaluated as good or above Professional dialogue meetings reflect staff’s professional judgement aligns with assessment data
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> To embed a whole school framework that includes our youngest learners beginning to make connections between skills for learning, life and work. To work in partnership with schools and colleges to develop employability skills in ELC workforce in line with 1140 expansion 	<ul style="list-style-type: none"> Implement DYW Action throughout the whole school community ELC practitioners to support the development of learners’ early level skills, including language through play including the use of the immediate and wider outdoor community outdoor learning opportunities Working in partnership with schools and colleges to support the development of the ELC workforce through the mentoring of students ELC practitioners 	<p>12/20</p> <p>06/20</p> <p>06/21</p>	<ul style="list-style-type: none"> Almost all (90%) of ELC observations show how DYW s is being implemented in learning experiences across the ELC to support learners to make connections between skills for learning, life and work. The majority of (75%) ELC learners are developing an increased vocabulary of skills for learning, life and work.

