

## High Level Plan

### Year 1 (2022-2023)

### Year 2 (2023-2024)

### Year 3 (2024-2025)

#### 1.3

Visions, values and aims to be embedded in the nursery setting with children and staff aware of them

Training needs to be identified and discussed through 1:1 mentor meetings with SEYP

Return to physical, in person events to increase parental engagement within nursery

#### 2.3

Staff to be confident in understanding and implementing child-led planning, highland literacy tracking sheets and identifying PLODs

Monitoring will happen at regular intervals ensuring best practice

In line with the CCC; children to be aware of when quiet, calm spaces are needed

#### 3.1

Creation of our HWB framework will involve contributions from all stakeholders and be reflective of current curriculum and learners, including celebrating diversity and multi faith issues

#### 3.2

Staff will ensure in-depth knowledge of each child, enabling each child to be the best they can be

Children and families with individual ASN needs will be supported throughout their time in nursery and beyond

## Action Plan

Q1					RAG	Nov	Feb	May
Improvement Outcomes <b>What do we hope to achieve?</b>	Measures of Success <b>How will we know this has been achieved?</b> <i>What evidence will we have?</i>	Actions Required <b>What do we need to do?</b>	Timescales	Resources <b>Who and what is required?</b> (including cost/fund – highlight if PEF funding)				
<b>1.3</b>								
VVA to be further embedded and translated into daily practice in a way the children can understand	Staff will use the values language throughout daily practice Values stories / characters	Use of value stories to introduce values to the children Each term focus on a new value - respect, ambition, honesty, fairness and equity. Share focus value with parents Staff will model values and highlight when children are demonstrating the values during play	Ongoing					
Continue to identify ELC training opportunities, including a focus on planning for learning in ELC.	Staff responsible for keeping their CPD folder up to date SEYP's will record meetings and in-service training days Feedback from learning wall will be recorded	1:1 meetings allow staff to identify ongoing learning needs Close partnership working with ELC locality leads High quality training on in-service days linking to SQUIP Set up of fortnightly learning wall Mandatory whole school training	3 months					
Return to physical, in person events to increase parental engagement Make best use of physical events to gather views from whole school community	Hold open evenings Parents being in for stay and play sessions PEEP sessions with parents	Roll out of PEEP sessions Further staff to embark on PEEP training Gather views from stay and play sessions, using HMIE parent questionnaire as guidance Open evening with two stars and a wish feedback	9 months					
Monthly 1:1 meetings provide regular opportunities for professional dialogue between SEYP and key worker	Minutes for each staff members meetings will be recorded We will see a progression in key workers knowledge of each key child	To assign time with each staff member for their meeting Each staff member to share information about key children's progress and identify next steps An opportunity for staff members to share ideas, contribute to nursery development and discuss learning wall challenge questions	In progress					
SEYP's to monitor children's learning and implement any changes necessary to develop this	Up to date children's profiles / tracking sheets Feedback from parents Other agency involvement	SEYP's to oversee all aspects of children's learning and identify any changes / next steps and put necessary strategies in place through observing the children, 1:1 meetings with key workers, sharing information with parents and planning Refer to other agencies if needed	Ongoing					
Moderate Interactive Learning Diaries; implementing suggested improvements	Evidence of extra training will be apparent in quality of ILD uploads	Introduce regular training to support staff recognise and comment on good / bad interactive learning diary examples leading to improved ILD uploads	1 month					
<b>2.3</b>								

Monitoring to take place around every 6 weeks with a focus on interactions	Completed monitoring sheets will evidence quality interactions	SLT / SEYP's to monitor and feedback what they observe to enhance practice and encourage positive interactions to encourage children's curiosity, confidence and creativity Interactions training from locality leads	Ongoing				
Following school's CCC, create and encourage children to use identified calm / quiet areas	Children will be using the areas when needed ILD uploads may make this apparent	Discuss feelings with children to encourage them to self-monitor their feelings and use quiet space as and when needed with or without adult support	6 months				
Key workers to regularly review each child's Highland Literacy tracking sheet	Evidence of meeting will be recorded Highlighted tracking sheets will ensure next steps are identified	Each key worker is responsible for reviewing their key children's tracking sheets during development time Shared at 1:1 meetings with SEYP Next steps are then discussed and identified	3 months				
Children's interests leading majority of planning / PLODs	The use of planning sheets will evidence child's interests and the resources used to develop this PLODs recorded in the PLOD books	Staff to observe children during play and identify learning sparks Record on planning sheets and develop interest with resources to enhance learning Staff to recognise possible lines of development	6 months				
<b>3.1</b>							
Embed consistent approaches to supporting children's wellbeing through the SHANARRI indicators	Evidence in ILD uploads using SHANARRI language Children using the language	Visible reference of SHANARRI indicators for all Training to whole staff team on an in-service day and will ensure all staff have an in-depth knowledge of SHANARRI indicators Expectation of increase of wellbeing language in conversations and ILDS	6 months				
Refer to whole school HWB framework	Staff using the HWB framework	Follow the whole school HWB framework to support children's wellbeing needs Staff will use the HWB framework as a tool to support a child's specific needs					
<b>3.2</b>							
SEYP and key worker to review each child's highland literacy tracking sheet to ensure that significant learning is identified and effectively built upon	Meetings will be minuted and SEYP will ensure each EYP is aware of each child's level of development Up to date tracking sheets	SEYP introduced the use of Highland Literacy tracking sheets Key workers will be supported in implementing these and encouraged to recognise areas of learning that need developing and put strategies in place to allow children to develop and learn 1:1 mentor meetings with SEYP ensure these areas are covered	In progress				
Staff will continue to work effectively with families and other professionals to identify and deliver meaningful learning opportunities with additional support needs	Completed pre-personal plan Personal plan completed by parent CfE pre-early foundation milestone sheets used Record of referrals to other agencies	SEYP creates a pre-personal plan with parents before the child starts at nursery, gathering background information Should parents highlight areas of concern, staff put measures in place Staff use Highland Literacy tracking sheets and CfE pre-early level foundation milestone sheets to identify needs Information is shared with parents and when necessary, other agencies are involved	In progress				

	Minutes of meetings with families						
We skillfully apply strategies to support children to build vocabulary that helps them best explain their thinking and understanding	SLT / SEYP will observe staff using vocabulary that extends each child's learning Children will use new vocabulary Children able to explain answers in detail	Staff to use appropriate language directed at each child's level Staff use open ended questioning during play and discussion to encourage children to use their thinking skills when answering questions to clarify understanding and extend their vocabulary Question stems visible on walls in nursery for reference	3 months				
Developing our garden to provide learning opportunities, experiences and space for children to develop their learning	Photographs and plans of different stages of development showing progress Quality ILD uploads of children exploring outdoor environment	Staff to involve children and families in developing our outdoor space Zones will be created to allow children to explore different areas of interest and discover a love of nature / caring for the environment This enabling environment will build on children's resilience for outdoor play in all weathers and encourage children's curiosity, confidence and creativity Big space will allow children to use and develop their physical skills Resume Wee Green Spaces and include parent volunteers	12 months				

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