

## High Level Plan

Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)
<p><b>1.3</b> Visions, values and aims to be embedded in the nursery setting with children and staff aware of them</p> <p>Training needs to be identified and discussed through 1:1 mentor meetings with SEYP</p> <p>Return to physical, in person events to increase parental engagement within nursery</p>	<p><b>1.3</b> Visions, values and aims to be embedded in the nursery setting with children and staff aware of them</p> <p>Practitioners are proactive in development of indoor and outdoor spaces and in evaluating the impact of improvements / change</p> <p>Increase parental and community engagement within the nursery / outdoor space</p>	
<p><b>2.3</b> Staff to be confident in understanding and implementing child-led planning, highland literacy tracking sheets and identifying PLODs</p> <p>Monitoring will happen at regular intervals ensuring best practice</p> <p>In line with the CCC; children to be aware of when quiet, calm spaces are needed</p>	<p>Practitioners will become aware of the newly joint HMIE / CI framework</p> <p><b>2.3</b> Monitoring will happen termly ensuring best practice</p> <p>Termly 1:1 mentor meetings to be identified on calendar and include moderation of one ILD upload</p> <p>High quality observations will take place during everyday activities and interactions informing planning</p>	
<p><b>3.1</b> 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</p>	<p>In line with the CCC; children to be introduced to and aware of when quiet, calm spaces are needed</p> <p><b>3.1</b> SEYP's ensure all staff know, understand and use wellbeing indicators in a meaningful way, using age appropriate language.</p>	
<p><b>3.2</b> Staff will ensure in-depth knowledge of each child, enabling each child to be the best they can be</p> <p>Children and families with individual ASN needs will be supported throughout their time in nursery and beyond</p>	<p>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</p> <p><b>3.2</b> Staff will have in-depth knowledge of each key worker child, enabling each child to be the best they can be</p> <p>Practitioners will make informed judgements about children's progress</p>	

## Action Plan

RAG							
Q1							
Improvement Outcomes What do we hope to achieve?	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)	Nov	Feb	May
<b>1.3</b>							
VVA to be 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 focuses 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	Introduce				
SEYP's to engage with local and trio training opportunities.	ELC trio development plan actions will be reflected on and success measured Local training will inform nursery practice	SEYP's to work with trio SEYP's and plan dates in advance SEYP's to attend local authority training	12 months				
Increase parental and community engagement within the nursery.	Peep sessions will continue and be well attended. Parents will be in for regular stay and play sessions. Home uploads from parents on the ILD's will increase. Increased opportunities will be made for parents to feedback throughout the year.	Identify one further staff member to embark on peep training Gather views from stay and play sessions, using HMIE parent questionnaire as guidance Open evenings with two stars and a wish feedback Induction evenings for new families starting to resume to face-to-face Invite academy pupils / members of the community to share their skills with our learners Parent / carer involvement in developing the outdoor space.	6 – 9 months				
EYP's to be involved in the change process in the learning environment and note the impact of the change using self-evaluation	Responsive planning folder will demonstrate learning opportunities in each area	Staff to take ownership of areas and resource / develop them leading from the children's interests SEYP's to create simple self-evaluation sheets for staff to fill in weekly Peer observation opportunity in Terms 1 and 3 for staff to feedback on spaces using Realising the Ambition statements.	6 months				
Developing our garden to provide learning opportunities, experiences and spaces for children to develop their learning Involve parents / carers and the community in the development of our nursery garden / outdoor space	Photographs and plans of different stages of development showing progress Quality ILD uploads of children exploring outdoor environment This enabling environment will build on children's resilience for outdoor play in	Lead 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  Big space will allow children to use and develop their physical skills EYP member to attend year long Aberdeen City Council outdoor training course.	12 months				

	all weathers and encourage children's curiosity, confidence and creativity						
Practitioners will become aware of the new HMIE / CI framework	All staff will know of the new framework and will have engaged with it	Make all staff aware of new framework coming in December Begin to use questions of reflection on learning wall Liaise with locality lead around city wide training on this document	12 months				
2.3							
Monitoring to take place termly with a focus on spaces and experiences with SEYP's / DHT. Peer monitoring to take place to support each other with their focused areas	Completed monitoring sheets will evidence quality of spaces Completed peer monitoring sheets to provide feedback to other staff members	SEYP's to monitor and feedback what they observe to promote an enabling environment with resources to encourage children's curiosity, confidence and creativity SEYP's to provide feedback sheets for peer monitoring sessions Staff will observe a peer through planned learning walks.	Termly				
SEYP and key worker to review each child's highland literacy tracking sheet to ensure that significant learning is identified and effectively built upon	Evidence of meeting will be recorded Highlighted tracking sheets will be up to date and will ensure next steps are identified	Each key worker is responsible for reviewing their key children's tracking sheets during development time 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	12 months				
Staff to develop learning areas leading from the children's interests using responsive planning	Responsive planning folder will reflect practice	Staff to take ownership of areas and resource / develop them leading from the children's interests	6 months				
Termly 1:1 meetings provide regular opportunities for professional dialogue between SEYP and key worker	Minutes of each staff members meetings will be recorded We will see a progression in key workers knowledge of each key child in their care	To assign time with each staff member for their meeting Each staff member to share information about key children's progress and identify their next steps An opportunity for staff members to share ideas, contribute to nursery development and discuss learning wall challenge questions One ILD upload to be moderated together during termly meeting to build on confidence and good quality uploads following last years training.	Termly				
3.1							
Staff to use age appropriate language relating to SHANARRI indicators to familiarise the children with the terminology	Children and staff regularly using the appropriate language	Visible reference of SHANARRI indicators for all within the nursery Expectation of increase of wellbeing language in conversations and ILD's	9 months				
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 Circle framework questions will be used to reflect on the impact of space.	Create a calm, quiet space within the nursery for children to access 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				

3.2						
Staff will continue to report annually on key worker children's progress.	Annual reports will reflect learners' progress throughout the year.	All EYP's will report on their key worker children's progress in term 4. EYP's will co-create 1 report with their SEYP mentor in Term 4's 1:1 meeting.	12 months			
Staff will continue to work effectively with families and other professionals to extend their knowledge of each child as an individual	Completed pre-personal plan Personal plan completed by parent CfE pre-early foundation milestone sheets used Record of referrals to other agencies Minutes of meetings with families Informal discussion with parents / carers at drop off and pick up times Parent consultations Stay & play sessions	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 Staff available for discussion with parents / carers at drop off and pick up times if required Develop relationships with families at stay & play sessions	12 months			
Implement the use of Makaton signs (new signs weekly) for staff and children to support the children in building their vocabulary / understanding	Children and staff will develop confidence in using Makaton signs	Create a catalogue of Makaton signs and introduce these weekly to children and staff	3 months			