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2021 - 2022

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| Establishment |  | The Centre Playgroup ELC |
| Head of Establishment |  | Lynsey McQuade |
| Area/Local Improvement Group |  |  |
| Head of Service |  |  |
| Area Education Officer/Quality Improvement Officer |  |  |

**CONTENTS**

1. Vision, Values and Aims

2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session

3. Action Planning

**Action Plan Summary for Stakeholders**

| **1. Our Vision, Values and Aims** |
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| Staff and parents will work in partnership to provide the best possible care and education to improve outcomes for our children and families in order that they all meet their full potential. **Values Aims** **Happy** - We foster a positive atmosphere promoting a happy and stimulating environment  **Play** - We value and encourage play to promote each child’s individual development and wellbeing **Safe** - We provide a safe and secure environment for all users **Respect** - We encourage mutual respect from everyone **Honesty** - We demonstrate and promote honesty to build trusting relationships with everyone |

| **2. Summary of our self-evaluation process.**  |
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| **The playgroup closed on 20th March, 2020 and reopened to children on 12th August, 2020. We then closed again on 23rd December, 2020 and reopened on 22nd February, 2021 due to Covid-19.**When the children join the playgroup and are settled, they are invited by their keyworker to complete a small qualitative questionnaire to enable their keyworker to ascertain how the child is feeling about their time so far at playgroup likes, dislikes etc. ***All*** of the children that completed this questionnaire were happy to be at playgroup.Parents complete a Settling In questionnaire *(HGIOELC 2.6 – Transition)*. This questionnaire was updated to include covid-19 regulations. Parents were asked to give feedback on our new routines due to covid -19 regulations.  ***All*** of our parents confirmed that they were happy with our new routine and ***almost all*** of our parents commented how well their child has settled. Only one child was upset during the first few days that we reopened but he quickly settled into the routine. ***All*** of our parents confirmed that they felt their child had appropriate support to resettle after returning from covid closure. ***Almost all*** of our parents confirmed that their child looks forward to coming into playgroup each day – only one parent commented ‘mostly’ to this question. No parents had any suggestions on how we could improve our new procedures. Parents complete a Settling In questionnaire COMMUNICATIONS. As part of our improvement for 2020-2021 we were keen to make more use of the facilities in our e-learning journals and these improvements also supported us with Covid-19 restrictions. Accordingly, keyworkers are now able to email parents via the e-learning journals. At the time of issuing this questionnaire ***all*** of our parents had received an email from their child’s keyworker and ***all*** of our parents where happy with these communications and happy for them to continue. When asked how they would like to have parent’s meetings our parents ***almost all*** asked for telephone calls and only a ***few*** said they would like Zoom meetings. We therefore went with the majority and carried out telephone ‘Need a Hand’ meetings with parents. We only had two parents meetings this year with parents one in October 2020 and the other in March, 2021. These meetings were carried out over the phone (due to COVID 19 closure) prior to these telephone calls parents were provided with a copy of their child’s Need a Hand Sheet. The Need a Hand sheet informs parents of their child’s progress, achievements and also their next steps. Parents are asked to share their thoughts and opinions for their child’s next steps to ensure they are happy with them and willing to support these at home. At the end of the Need a hand sheet parents are asked to leave a comment about the playgroup and their child’s learning so far.  ***All*** parents were happy and no one made any suggestions for improvement.**Requires Improvement** Numeracy tracker to track children’s progress – not used this session. Unfortunately, 2 practitioners left the playgroup just before we reopened in August 2020. We employed a new member of staff who started in August and one Modern Apprentice. We then employed another practitioner who joined us in September, 2020. Our new practitioners had never seen the Numeracy Trackers never mind used them before. Due to the changes in staff and the new covid changes to practice we were time poor in training the new members of staff and we agreed not to use the trackers. The Numeracy trackers will be used for session 2021-2022 and our Numeracy Lead will provide training on these to all staff at the Inservice days in August.Practitioners completed PATH’s (PRE) Evaluation: Social Competence Rating Scale prior to introducing PATH’s (September, 2020) but this was not completed due to covid 19 closure from the end of December to February 2021 as it was agreed not to restart PATH’s when we returned to the playgroup in February 2021. This will remain in our improvement plan this session with the hope that we remain open for one full year to allow us to observe and Monitor PATH’sPractitioners continue to use Phonic’s tracker sheet / CfE to monitor children’s progress throughout the session. Staff observations/phonics tracker and CfE all show that ***all*** of our children are making good progress with phonological awareness.Weekly and daily assessment sheets have been completed by all practitioners to monitor the CfE, children’s Next Steps and the wellbeing indicators. ***All*** children are showing steady improvements for their developmental stage.***All*** areas of the CfE are tracked throughout the year. Wellbeing indicators are tracked through children Personal Care Plans. We have no concerns and all children are showing steady improvements. |
| **Strengths identified:**We opened and stayed open.***All*** of our parents who joined the group this year have been happy with the transition from home to playgroup and they have all commented positively on the support that they and their child received during this time. ***All*** of our parents were happy with the support and information provided by the practitioners. The playgroup continues to offer each child a phonological awareness session at least 3 times per week in keygroups to ensure each child is developing their listening, rhyming, syllabification and initial sounds. Phonics is embedded in our daily practice.We continue to have outside play daily. The children have access to our outdoor play area, the swingpark, park, activities arena and the woodlands walk. We have worked in partnership with our Hall Management committee to develop a community garden area beside the hall. We will be making changes to our outdoor area by adding a gate to our fence giving us access to this area. We were awarded funding from the Lottery which allowed us to add a wooden – pirate ship, mud kitchen, balance beams, percussion flowers, wooden benches and planters. Funding from GCC Area Parentship allowed us to add a wooden climbing frame. In partnership with the Hall Management we were awarded funding from Paterson’s to add a fence to this area to make it safe for the children to use. This funding also paid for new wet pour to be added to our small outdoor area, this has been delayed and will happen in August 2021. Unfortunately with covid restrictions we require to leave the community garden area if members of the public join us but hopefully these restrictions will be lifted for 2021-2022 and we will be able to enjoy this area more.Staff continue to show commitment to their CPD – Manager completed her Masters in August 2020 in Childhood Practice; one practitioner has just completed her first year at The University of Glasgow for the BA in childhood practice. All staff members have completed Child Protection training, online STEMS training, Education Scotland Realising the Ambition training, contributed to the ongoing development of the groups policies and procedures, 3 practitioners completed Gender Friendly Training, Trauma Informed Training and Duty of Candour training.  |
| **Priorities for development:****1: PATH’s 3.1 Ensuring wellbeing, equality and inclusion (Developing)****2. Literacy 2.3 Learning, teaching and Assessment (Developing)****3: Numeracy 3.2 Securing children’s progress (Embedding)****4: Gender Friendly 1.1 Self-evaluation for self-improvement (Developing)** |

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| **No.** | **Quality Indicator**  |  **Priority**  |
| **1** | **3.1**Ensuring wellbeing,Equality and inclusion**PATH’s** |  **What will change** - children will be better able to identify and discuss their emotions and progressing onto co-regulation**How is it going to change** – Practitioners and children embedding PATH’s techniques and language into daily practice**Who is going to experience this change** – children - (new practitioners)Practitioners to further develop the PATH’s programme, strategies and language into daily practice encouraging the children to use the techniques and use the language to be better able to identify and discuss their emotions and progressing onto co-regulation when necessary during the session(Co-regulation can be achieved by not focusing on the child’s behaviour but instead staying in the moment with the child, empathising with facial gestures, calmly mirroring what they feel and accepting the expression of their feelings) |

| **Tasks to achieve priority**  | **Timescale****and checkpoints**  |  **Evidence of Impact > (data, observation, views)** |
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| Prepare Self-Reflection Wheel for staff to gather evidence about staff confidence in delivering PATH’s – one before starting and one for completion at the end of year programme. N.B. First Self-Reflection Wheel must be given to staff during training session and prior to delivery of first session ***(QI1.1: Self-evaluation for self-improvement)*** | August, 2021 | Establish staff confidence/knowledge in delivering PATH’s session- PATH’S lead able to identify any training/support required for practitioners*(evidence – data from self -reflection wheel) (triangulation)* ***(QI1.1: Self-evaluation for self-improvement)*** |
| Janice to go through PATH’s folder to ensure all paperwork is copied/printed for easy access by practitioners throughout the year (2021-2022)Janice to add to weekly assessment sheet when each activity should go home  | August, 2021 | All paperwork printed off/copied for easy access for practitioners throughout the year*(evidence – folder up-to-date for session 2021-2022 and all practitioners know where to find the paperwork that they will need)**(evidence – weekly planners up-to-date)* |
| Prepare presentation for all staff (Janice)  | August, 2021 | Distributed leadership *(evidence – presentation/notes/minutes)*All practitioners to revisit Realising the Ambition section 3 – regulation  |
| Staff meeting (Moderation/Distributed leadership)***(QI 1.2 Leadership of learning)*** | August, 2021 (before PATH sessions begin) | *Evidence – Minutes from meeting –* Ask for staff ideas to improve PATH’s programme Ideas on how to communicate with parents/carers (will this continue to be done via elearning journals ie. upload PATH’S helper compliment sheet) ***(QI 2.7 Partnership)***Should homework sheets be sent home? Can these continue to be shared with parents via email?Ideas on how to evidence. Will we do another wall display? is this too time consuming? Big book? should all staff be responsible for this or Janice?How many PATH’s champion’s per week?Discuss CfE benchmark statements (E’s & O’s, HSCS, GIRFEC) practitioners to complete termly assessments and ensure PATH’s is recorded and shared with parents/carers each term via elearning journalAgree date to start programme. |
| Practitioner’s to complete *PATH’s evaluation sheet* for each child in their group ***(QI2.3: Learning, teaching and assessment)*** | Before practitioners introduce PATH’s for this session | *Evidence - Monitoring sheet at beginning (triangulation)* |
| Janice (PATH’s Lead) to observe practitioner and complete 1st *POLLI* (distributed leadership) ***(QI1.2 Leadership of learning)*** | 1st Session | *Evidence – observation* Staff development - Practitioner’s delivering 1st PATH’s session to their group.*Evidence - POLLI – completed by Janice (triangulation)* to share with practitioner good practice and areas for improvement |
| Golden Rule PATH’s session  | September 2021 | Children’s Right’s Article 12: I have the right to be listened to and taken seriously. Once children have had their say and agreed Golden Rules these will be displayed in the playroom and shared with the parents via elearning Journal. We will thereafter have a Golden Rule of the Week to ensure we are reminding the children of the rules that they choose and why we have these rules. This also ensures that any new children that join the playgroup are introduced to the rules and this is not forgotten. The Golden Rule of the Week will also be shared with parents via elearning journals. *Evidence – observations – children know the Golden Rules and learning about why we have them and encouraged to follow them. New children learning about Golden Rules.* |
| Janice to complete August-December section of PATH’s Audit***(QI1.1: Self-evaluation for self-improvement)*** | August – December 2021 | *(Evidence – completed section on audit sheet)*Have areas for development been identified? |
| Janice to complete POLLI for all practitioners (Distributed leadership) ***(QI1.2: Leadership of learning)*** | January, 2022 | Staff development - All staff gain a better understanding of PATH’s and using the resource the way it should be used to support improve outcomes for children.*Evidence - POLLI – completed by Janice (triangulation)* to share with practitioner good practice and areas for improvement |
| Staff meeting chaired by Janice (PATH’s Lead) (Distributed leadership) ***(QI 1.2 Leadership of learning)*** | February, 2022 | Moderation / evaluation of progressHow is the Peer evaluation going? *POLLI’s* Are all staff sharing good practice?Is PATH’s being developed and being used in daily practice?*(evidence – POLLI’s, minutes from meeting)(PDSA cycle ?)* |
| Janice to complete final POLLI for all practitioners(Distributed leadership) ***(QI1.2 Leadership of learning)*** | April, 2022 | *Evidence – Observation -* Staff development - All staff have a better understanding of PATH’s and using the resource the way it should be used to improve outcomes for children.*Evidence - POLLI – completed by Janice* to share with practitioner good practice and areas for improvement *(PDSA cycle ?)* |
| Janice to complete January-June section of PATH’s audit***(QI1.1: Self-evaluation for self-improvement)*** | January – June, 2022 | *(Evidence – completed section on audit sheet)*Have areas for development been identified? |
| *Practitioner’s to complete revisit monitoring sheet* for each child in their group ***(QI2.3: Learning, teaching and assessment)***  | May 2022 | Evaluation at end of programme – *(Evidence to evaluate programme (triangulation)* * Are the children better able to identify and co-regulate their emotions?
* Does the monitoring prove this? Are the practitioners witnessing any change *(Observations*)?
* Is PATH’s closer to being embedded in our practice? *(Observations*)
 |
| Staff to complete self-evaluation wheel (end of programme)(part of triangulation) ***(QI1.1: Self-evaluation for self-improvement)*** | May, 2022 | Reflection Evidence to evaluate programmeNext Steps Identified for PATH’s programme*(Evidence – completed self-evaluation wheel, next steps identified)(triangulation)* |
| Children to complete questionnaire with Keyworker reflecting on PATH’s programme  | May, 2002 | (*Evidence – completed questionnaires with child’s voice enabling us to identify areas for improvement)* |
| Meeting with Lynsey and Janice to reflect on children’s questionnaires, children’s Evaluations and staff self-evaluation wheels to discuss and identify next years (2022-2023) improvements  | May, 2022 | *(Evidence – minutes from meeting or new improvement plan for 2022-2023)* |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Janice - Keyworkers | * PATH’s Pack and folder – all paperwork for year (including Letter to Parents/carers)
* Presentation
* Twiggles Special Helper Badge(s)
* POLLI’s – Janice to support each practitioner to improve their practice and Janice can share this good practice with other practitioners at staff meetings
* Display
* Planning sheets
* Self-evaluation wheel
* Children’s questionnaire
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| **No.** | **Quality Indicator**  |  **Priority**  |
| **2.** | **2.3****Learning, Teaching and Assessment****Literacy for All****Storytelling** | **What will change** – Practitioners will ensure children have frequent and planned exposure to high quality books to help the children understand the purpose of print and to learn the mechanics of reading, building vocabulary, expanding knowledge of the world and fostering a positive attitude towards literacy related activities.**How is it going to change** – Practitioners to become familiar with and use literacy strategies to ‘foster children’s emergent literacy development’. Practitioners will record using the Literacy Framework for Reading and Listening and Talking and practitioners will start to become familiar with the Framework. Children will be engaged during story time**Who is going to experience this change** – staff and childrenPractitioners will ensure children have frequent and planned exposure to high quality books practitioners will become familiar with and use literacy strategies to ‘foster children’s emergent literacy development’ to help the children understand the purpose of print and to learn the mechanics of reading, building vocabulary, expanding knowledge of the world and fostering a positive attitude towards literacy related activities. Practitioners will record using the Literacy Framework for Reading and Listening and Talking (literacy- the ability to read and write – is emerging skill that begins at birth) |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Attend LEL Literacy training – Developing our storytelling (all practitioners) |  April, 2021 | Area for improvement identified |
| Purchase ABC and Beyond (Weitzman and Greenberg, 2010) (used by LEL’s during training)Read book – agree strategies for all staff members to use in the playroom/during story time to improve children’s emergent literacy skills (literacy- the ability to read and write – is emerging skill that begins at birth). * OWL pg 9 (Weitzman and Greenberg, 2010)
* SPARKLE pg 18-22 (Vocabulary development)
* CSPAR (includes 3 read otherwise known as Interactive shared reading) – story comprehensive- pg 35-45 (Character, setting, problem, actions, resolution)
* Shoot for the SSTARS pg 23-30 – vocabulary development

To do - Download and print Higher Order Thinking questions - Give a copy to each practitioner – to support interactive shared reading | May, 2021August, 2021 | *Evidence – Observations* – practitioners becoming familiar with and using strategies during story time*Evidence – Observations* – practitioners becoming aware of and using Higher Order Thinking questions to support children’s engagement  |
| Practitioners to complete Literacy for All – self-reflection wheel | September, 2021 | *Evidence – data* – completed self-reflection wheel  |
| Print off LEL Literacy Planners Lynsey will try to source funding to purchase story books and supporting resources to support planners | June – August, 2021 | *Evidence* – copies of planners, new resources ie; books to match each planner and supporting resources (puppets, soft toys, baskets etc.) These new resources will ensure children have frequent planned access to high quality story books.*Evidence – Minutes from staff meeting*. Discuss how we will use the Literacy Planners; should these story books be our books of the month ? will each practitioner select 2 storybooks and let the children in their group vote for which one should be their book of the month? When each practitioner/group selects a story book of the month should that practitioner be responsible for picking SPARKLE words etc. from the story to be shared with the next practitioner that uses the story book? **CAN WE LINK THESE TO LITERACY HOME LEARNING ACTITIVITES? *(QI 2.7 Partnership)****Evidence – views -* At the end of each month the practitioners should meet and share with each other how they have used the story planner and story book, achievements and areas that they would improve, any links to home learning.*Evidence -* When working with the story book each practitioner should track their progress, sparkle works etc. through elearning journals and big book |
| LEL – Literacy Planners to develop; phonological awareness, turning a book into a conversation, (SSTaRS) vocabulary development, (CSPAR) story comprehensive.Lynsey to print of copies of checklist contained within (Weitzman and Greenberg, 2010). Pg16 – Turning a book into a conversation, Pg31 – Making words sparkle, Pg46 – CSPAR – 3 read. | September 2021- May 2022September 2021 – May 2022 |  *Evidence- data* – Phonological Awareness Trackers. CfE Trackers on elearning journals.*Evidence – observations;* practitioners using Literacy Story Planner strategies to engage children. Strategies being used in playroom. Children engaged in story time.*Evidence* – *data* - practitioners using checklist throughout the year to ensure they are ‘putting the pieces together’  |
| Reading engagement Look at areas in playroom used for storytelling and resources being used by practitioners during story telling time. Do we need new resources ie, soft furnishings to make these areas more comfortable for the children ? | August - September, 2021 | *Evidence* – observations, checklists contained within ABC and Beyond (Weitzman and Greenberg, 2010)PDSA Cycle ??? |
| Prepare display of strategies  | August – September, 2021 | *Evidence – Display* To support practitioners to become familiar with strategies  |
| Practitioners to access LEL blog and revisit powerpoint presentation for Literacy for All in our playrooms. Year 2 Session 1 Developing our Storytelling  | August, 2021  | *Evidence -* Refresher on training – staff discussions / reflection  |
| Lynsey to print off Literacy Framework Early level Tracker 1 and 2 – Reading and Listening and Talking. Copy to be given to each practitioner for each child in their group. (the framework is the CfE benchmark statements)Moderation cycle = professional dialogue underpins decisions about achieved learning and next steps **TRANSITION** - When marking a child ‘on track’ judgements have we considered – Has a **BREADTH** of learning been offered and observed?Have children responded consistently well to the level of **CHALLENGE**?How have children demonstrated **APPLICATION** of what they have learned in new and unfamiliar situations? | August – September, 2021 | Staff meeting to give all practitioners Literacy Framework and to discuss. Practitioners to download Framework to ipads for easy access to possible activities (supporting guidance) *Evidence –* Practitioners using frameworks and becoming more familiar with them. Children who start in 2021-2022 these trackers will be used for 2 years and then forwarded to schools at transition time. (we will start to introduce the writing framework 2022-2023) *The aim is for all children at the end of these 2 years to be on track for school.*  |
| Practitioners to complete Literacy for All – Self-evaluation wheel  | May, 2022 | *Evidence – data* – completed self-reflection wheel |
| Staff meeting to discuss this area of improvement and to ascertain any areas for improvement and if this requires to be carried on to improvement planning for 2022-2023 | May, 2022 | *Evidence – Minutes from Meeting* *Improvement planning for 2022-2023 if agreed* |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| All Practitioners – LEL   | * ABC and Beyond (Weitzman and Greenberg, 2010) strategies and checklists
* Literacy planners and supporting resources
* Literacy for All Framework for Reading and Literacy and Talking
* LEL Blog
* HOT’s questions
* LfA self-evaluation wheel’s
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| **No.** | **Quality Indicator**  |  **Priority**  |
| **3.** | **3.2** Securing children’sProgress**Numeracy**  | **What will change** – Practitioners to use Numeracy’s Framework Tracker to assess and record children. Practitioners to use Numeracy Framework to plan and record children’s next steps within Numeracy. At transition time more children are identified and recorded as achieving. Supported by Numeracy champion. **How is it going to change** – Practitioner to become familiar with and use Numeracy Framework Tracker. Practitioners will record using the Numeracy Framework Early Level and practitioners will plan using the Numeracy Framework Early Level.**Who is going to experience this change** – Staff and children.Practitioners will use the Numeracy Framework Trackers to ensure children have frequent and planned exposure to Numeracy experiences both outdoor and indoors. Practitioners will become familiar with and use Numeracy Framework to rercord the children’s next steps for learning. Practitioners will record using the Numeracy Framework Early Level. |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Elaine will meet with LEL to go over the Numeracy Framework Tracker and how  |  May 2021  | *Evidence –* meet with LEL to go over Numeracy Framework Tracker, LEL provided Numeracy Audit and additional resources to be used for staff training at inservice day in August, 2021. |
| Elaine to complete Numeracy Audit of Numeracy Resources  | May 2021 | *Evidence – data –* completed Numeracy Audit.  |
| Elaine to give practitioners a copy of Numeracy Framework Tracker to highlight areas for improvement. | May 2021 | *Evidence – data –* highlighting areas for Staff continuous professional development. |
| Elaine and LEL to look over Numeracy Tracker self – reflection wheel. | May 2021  | *Evidence – data –* Numeracy Tracker self – reflection wheel to be given to practitioners. Numeracy Lead more confident in explaining reflection wheel to colleagues during training session. |
| Elaine to print off Numeracy Framework Early level Tracker 1 and 2. Copy to be given to each practitioner for each child in their group. (the framework is the CfE benchmark statements)Moderation cycle = professional dialogue underpins decisions about achieved learning and next steps **TRANSITION** - When marking a child ‘on track’ judgements have we considered – Has a **BREADTH** of learning been offered and observed?Have children responded consistently well to the level of **CHALLENGE**?How have children demonstrated **APPLICATION** of what they have learned in new and unfamiliar situations?  | August 2021  | Staff meeting to give all practitioners Numeracy Framework and to discuss how these will be used to show children’s progress in numeracy. Practitioner to download Framework to ipads for easy access to possible activities (supporting guidance) *Evidence –* Practitioners using framework and becoming more familiar with it. Children who start in 2021-2022 this framework will be used for 2 years and then forwarded to schools at transition time. *The aim is for all children at the end of these 2 years to be on track for school.*  |
| Prepare display of concepts.  | August 2021  | *Evidence –* Display To support practitioners to become familiar with concepts example five principles of counting. |
| Elaine will prepare a booklet of how to make play doh, gloop, slime, baking activities etc a copy will be given to each practitioner in August.  | August 2021  | *(evidence – booklets/practitioners using ideas in booklet/assessment sheets/Numeracy Frameworkr/big book/elearning profiles)* |
| Prepare presentation for all staff (Elaine) | August 2021 | Distributed leadership *(evidence – presentation/notes/minutes)**Evidence – Minutes from staff meeting*. **CAN WE LINK THESE TO NUMERACY HOME LEARNING ACTITIVITES? *(QI 2.7 Partnership)*** |
| Practitioners to complete Numeracy Tracker – self-reflection wheel. | August 2021 | *Evidence – data* – completed self-reflection wheel*)* ***(QI1.1: Self-evaluation for self-improvement) (triangulation)***  |
|  Practitioners to access LEL blog and revisit PowerPoint presentation for Glasgow counts outdoors and Glasgow Counts in our playroom year 1 – back pages to become familiar with Frameworks. | August 2021 – September 2021  |  *Evidence -* Refresher on training – staff discussions / reflection |
| Start to re-assess children in Numeracy using Numeracy framework. | September 2021 | *Evidence – data –* practitioners to use Numeracy Framework to assess ***(QI3.2: Securing Children’s progress)*** *elearning journals, big book* |
| Practitioners to plan for children next steps.  | September 2021 – May 2022 | Practitioners will plan for holistic experiences for children to engage in where Numeracy is embedded in the everyday and real life. Across all areas of the playgroup outdoors and indoors. Practitioners will use the LEL Glasgow Outdoors and Glasgow Counts framework.*Evidence – data* – numeracy framework will be used to show children progression and highlight next steps for learning. ***(QI3.2: Securing Children’s progress)*** |
| Practitioners to complete Numeracy Section on Need a Hand Sheets.  | October 2021 | Practitioner will complete Need a Hand sheets for each child in their group using the Numeracy Framework to identify next steps for learning. achievements identified / Next Steps identified - *Evidence – data –* completed need a hand sheets. |
| Practitioners to complete Numeracy Section on Need a Hand Sheets.  | March 2022 | Practitioner will complete Need a Hand sheets for each child in their group using the Numeracy Framework to identify next steps for learning. achievements identified / Next Steps identified*Evidence – data –* completed need a hand sheets |
| Practitioner to complete Transitions for leavers and End of term reports for returners. | May 2022 | *Evidence – data –* completed transitions and End of Term reports |
|  Practitioners to complete Numeracy – Self-evaluation wheel (end of programme) (part of triangulation) ***(QI1.1: Self-evaluation for self-improvement)*** | June 2022 |  *Evidence – data* – completed self-reflection wheel |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Elaine – Keyworkers   | * Audit Sheet
* Numeracy’s Framework
* Numeracy Display
* Numeracy resources
* Big book
* Numeracy self-evaluation wheel
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| **No.** | **Quality Indicator**  |  **Priority**  |
| **4** | **1.1**Self-evaluation for self-improvement**Gender friendly** |  **What will change** - increase staff awareness of gender equality (more than just treating everyone the same) and gender stereotyping (gender stereotyping is when we reinforce the differences between men and women)**How is it going to change** – having identified areas for improvement/development and completed ‘Our 10 Steps to becoming a Gender Friendly Nursery’ working together to implement these in the playroom promoting GF throughout the setting **Who is going to experience this change** – Practitioners, childrenIncrease practitioners awareness of gender equality and gender stereotyping. Work towards implementing steps identified in ‘Our 10 Steps to becoming a Gender Friendly Nursery’ staff using GF language and promoting GF resources throughout the playroom to teach children and support children during free play. |

| **Tasks to achieve priority**  | **Timescale****and checkpoints** |  **Evidence of Impact > (data, observation, views)** |
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| Complete and return ‘Our 10 Steps to becoming a Gender Friendly Nursery’ and return to Susie Heywood Susie.haywood@ggc.scot.nhs.uk | May, 2021 | *Evidence – completed ‘Our 10 Steps to becoming a Gender Friendly Nursery’ with areas of improvement identified and this improvement plan prepared* |
| Manager to update paperwork -Enrolment form and Contact information sheet to include both parents email address, learning journals to encourage both parents to access to be included in child’s learning, emails to keep parents up-to-date on pg events – this can include extended family ie grandparents  | August 2021 – May, 2022 | Paperwork updated to include 2 parents to ensure that all family members are included in child’s learning and sharing of information (Contact info sheet, access to Learning Journals, emails updates *(evidence – feedback/log-on’s via* ***learning journals*** *- both parents accessing child’s learning journal.* ***Emails –*** *both parents responding)* |
| Inform parents that we are working towards being a Gender Friendly Nursery ***QI 2.7 Partnerships*** - | August, 2021- May, 2022 | Share research and facts with parents from Gender Friendly pack. Update handbook to include Gender Friendly information. Share Gender Friendly policy with all new families.Encourage parents to engage with this learning at home.Keep parents up-to-date via learning journals, emails, social media(ideas in The Gender Friendly Nursery: Nursery Support Pack (NHS, 2018: Pp18-21) *(Evidence – feedback from parents)* |
| We obtained funding and purchased Gender Friendly books and BLM books. Practitioners will read these stories to the children during together times and engage them in appropriate conversations (using new literacy strategies as identified and discussed above) | August, 2021 – June, 2022 | *Evidence* – staff observing children’s engagement, comments and discussion between children and practitioners about contents of books – learning journals, big book |

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| **Staff leading on this priority – including partners**  |  **Resources and staff development** |
| Manager – but will include all practitioners and parents | * The Gender Friendly Nursery: Nursery Support Pack (NHS, 2018)
* Just like a child: Respect gender equality in the early years a guide for childcare professionals (Zero Tolerance, 2013)
* Gender equal play in early learning and childcare (Care Inspectorate (2018)
* Gender Friendly Training is being offered via webinars – ‘A public health approach to Gender Equality in early years settings’
 |