# ST DAVID'S ELC SETTING ACTION PLAN

Session 2022/2023

PRIORITIES FOR IMPROVEMENT
Priority 1: Enhance learning, teaching and assessment through digital technology.
Priority 2: Ensuring quality through critically reflective practice - the role of responsive routines.
Priority 3: Attainment and Achievement – connecting responsive and intentional learning to progress and next steps

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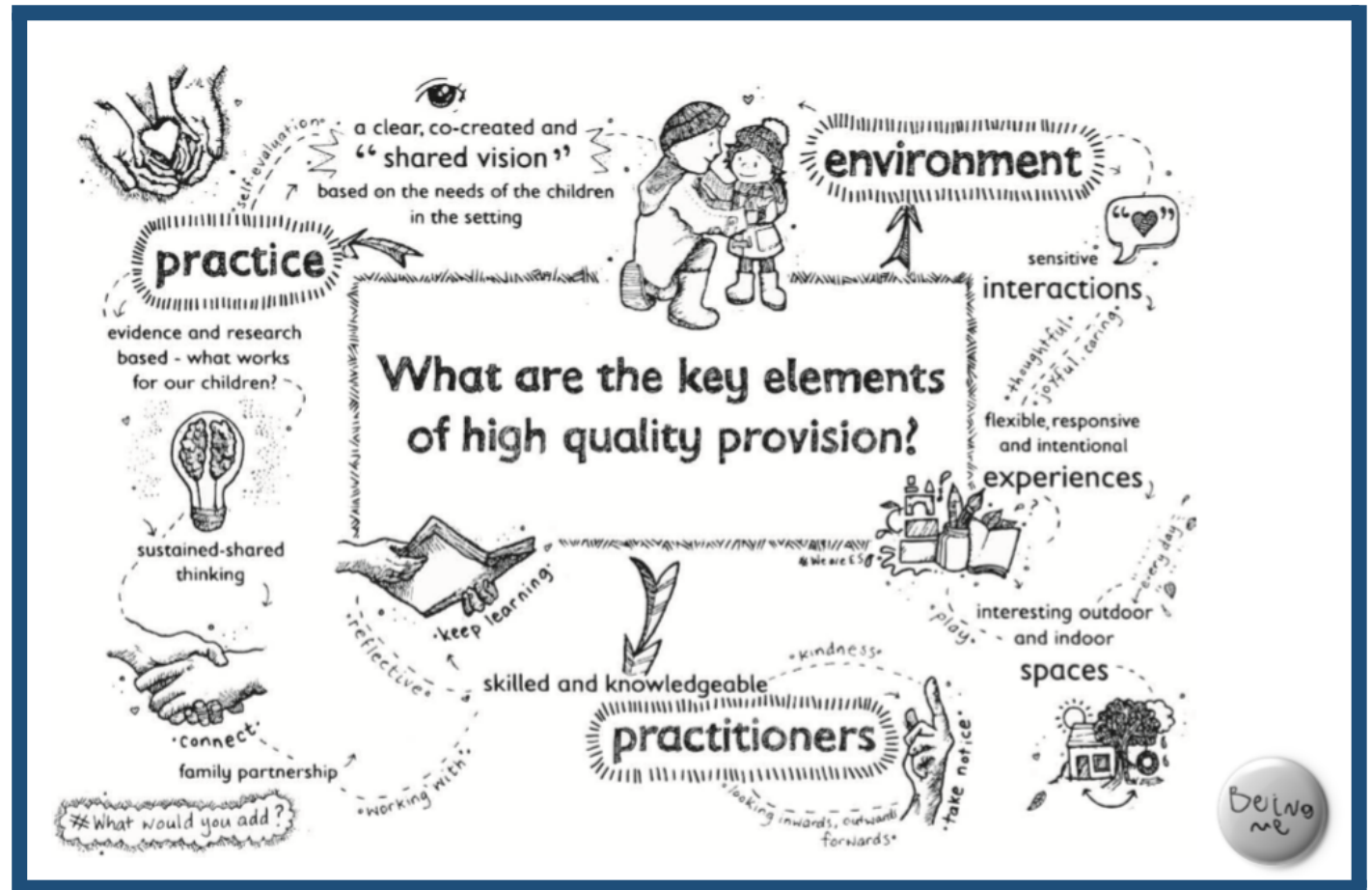
Priority 1: Enhance learning, teaching and assessment through digital technology.

Expected measurable outcomes for learners	Key Actions	Links to HGIOELC / HNIOS Realising the Ambition CI Framework Quality Indicator UNCRC Articles	Lead Person and TImescale	Scrutiny and Improvement Toolbox Improvement and Supporting questions
- create a clear rationale for developing children's skills in using and exploring digital technologies including staying safe online - plan for digital literacy and computing science and ensure IT skills are progressive and evidenced in planning and personal journals - individual learning targets are linked to IT progression pathways - use digital platforms for P7-S1 and ELC-P1 transition and for a broad range of meetings and interactions in and beyond school - staff work towards Apple Teacher and/ or Google Workspace skills in bronze, silver or gold - staff CLPL delivered across year as well as modelling and support and expertise within settings with Learning Technologist	- Capture and record individual learners progress and next steps on Seesaw 100% ELC practitioners involved in developing technology planning – research of websites/apps 100% practitioners to attend any relevant Seesaw training from Midlothian Digital Team - Daily/ weekly ELC planning and assessment uses whole school ICT skills progression framework - Seesaw bullet point system captures the voice of learners - Observations of digital technology demonstrate progression and opportunity to apply learning about technology into new and different contexts - Development of Seesaw use demonstrates meaningfully learning with and through digital technology - Regular opportunities evidenced in daily/ weekly planning of challenging learning (STEM) digital content being used to spark possible lines of development in response to an ELC learners interest	HGIOELC QI 3.3: Developing creativity and skills for life and learning		*What can we do to ensure we are enhancing learning through the use of digital technologies?* *Are children encouraged to recognise a range of technologies and their purpose in the setting, at home and the local environment?* *Do children know how to operate simple technological equipment?*

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	- Achievements and unexpected or special moments are captured on Seesaw by practitioners and families e.g. skill of the month 100% ELC parents are accessing and engaging on Seesaw 100% ELC team engage in self directed CLPL with the support of Digital Inclusion and Learning Team leading to: Midlothian Apple Teacher through RTC Apple Teacher series developing: 1. Intro to iPad, 2. Foundation skills and 3. Get creative series - Continuous review, development, implementation of national induction resource is mapped across the ELC annual calendar

Priority 2: Ensuring quality through critically reflective practice - the role of responsive routines

Expected measurable outcomes for learners	Key Actions	Links to HGIOELC / HNIOS Realising the Ambition CI Framework Quality Indicator UNCRC Articles	Lead Person and timescale	Scrutiny and Improvement Toolbox Improvement and Supporting questions
- all staff interact with quality assurance calendar regularly - staff training is evidenced on quality assurance calendar and sign posted to improvement - all staff have evidence of their own professional development	- Quality Assurance calendar reflecting of action plan - all staff complete mandatory training including LearnPro modules, Food Hygiene, Child Protection and First Aid - all staff interact with quality assurance calendar regularly - staff training is evidenced on quality assurance calendar and signposted to improvement	QI 3.1 Quality assurance and improvement are well led		*How do we know our quality assurance processes improve outcomes for children and families?* - *How do we ensure that everyone in our service has a shared understanding of service improvements?*

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• create a balanced experience of regularity and predictability and children's choices • the ELC environmental reviews will be completed termly to ensure progression and support is appropriate to individual • children will feel secure and have a sense of safety within setting • planned experiences will be adapted to the choices of children • children will be encouraged to make choices and supported in understanding what is happening with their learning, experiences and care • families and relevant agencies are involved in the planning of personalised approaches for those requiring additional time and support • all children will experience a positive lunchtime service which meets their individual needs	• all staff have individual records of staff training, signposted to improvement framework and evident in planning for whole setting and individuals • care plans are signposted to training • planning will evidence focus on developing routines • individual learning priorities will evidence varied supports for this • staff will ensure children's choices are not side • staff take responsibility for an area within setting • environmental reviews will be carried out termly by staff member and be reflective of observations and individual care and learning priorities • responsive changes will be recorded and signposted to individual observations leading to change • 'big idea' and 'what I've noticed' forms will be evident within weekly plans, floor books and individual plans • learning and care plans will be signposted within planning • visuals will be used consistently across setting - for planned experiences such as lunch, wooded area and tooth brushing • visuals used to support routines of hygiene within toileting and hand washing • flow chart created of support and actions • QA calendar populated with meetings between SEYP and DHt to review approaches and next steps • environmental review of lunchtime service completed termly • observation with EY manager to focus on lunch time service • a predictable and consistent routine for lunch service will be used and developed by all staff	QI 4.1 Staff skills, knowledge, and values		*How effectively do we promote partnership working to ensure the best outcomes for our children and families?* *In what way do we ensure children are involved and influence their day-to-day experiences?* *How do we engage our families and children to ensure they have a key role in our quality assurance?* - How do we ensure staff are reflective practitioners and that training embeds improvements in practice?

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	● national standards of eating/lunch time will be visible and signposted in plans for the lunch service ● individual care plans will be created in conjunction with families			

Priority 3: Raising Attainment – connecting responsive and intentional learning to progress and next steps

Expected measurable outcomes for learners	Key actions	Links to HGIOELC / HNIOS Realising the Ambition CI Framework Quality Indicator UNCRC Articles	Lead Person and timescale	Scrutiny and Improvement Toolbox Improvement and Supporting questions
● children's ideas and interests to help shape the learning environment and experiences are captured and evident within planning ● practitioners are highly skilled at encouraging children's curiosity and in using higher-order questions and making comments to extend children's thinking and understanding ● children are consistently encouraged to choose and lead interactions in their own learning in play and in real-life contexts ● taking very good account of children's age and stage of development is taken into account when planning ● practitioners are flexible and responsive in their approach as they encourage children to discuss and plan their learning	● 'big ideas' format is used consistently across setting and referenced in weekly plans ● 'what I've noticed' sheet used to capture ideas and interests during intentional learning opportunities ● staff training is linked to the development of understanding and thinking ● 'story of the week' format has direct links to Blooms higher order questions ● staff:staff observations and reflections planned with focus on interactions ● progression pathways are used to plan for individuals where appropriate ● Up Up and Away used to plan where appropriate with follow up training scheduled through EY central team ● gather time is planned by key worker to build up the language of learning	HGIOELC QI 1.2: Leadership of learning QI 3.3: Developing creativity and skills for life and learning CI National Framework QI 2.1 Quality of the setting		*In what ways and to what extent do children make choices and decisions about their play and learning?* *How and to what extent does our setting work with other partners to support and enhance the development of creativity?* *Do practitioners value the creative process including individuality, rather than a focus on the end product?* *-* *How can we be confident that our setting maximises opportunities for children to be challenged, creative and engaged in their play and learning?* *In what way does the design of our setting enable children to be independent and*

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			for care, play and learning		*make choices, shaping their individual play and learning needs?*
• successes and share their achievements are shared and enjoys • for children needing additional support this is clearly documented in the Child's Plan • young children make very good progress across almost all aspects of their learning and development. • information about children's learning, and achievements, particularly in key areas of early literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children					*How effective are we at using current and national practice to effectively capture and extend children's play and learning opportunities?* *How do we know our setting provides a wide range of challenging outdoor play and learning experiences that support health and wellbeing across all spaces for children?* *How do we ensure we are confident in promoting outdoor play experiences?*

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