

Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Twechar Early Years Centre
Head Teacher/Depute Head of Centre	Martyn Glancy/Nicola Craig
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Our vision, values and aims has been created together with all stakeholders. This includes a child-friendly version</p> <p>Vision (parent version)</p> <p>At Twechar Primary School and Early Years Centre, we aim to provide education and care in an inclusive community where we will nurture each individual child to be unique and ambitious. Our environment will empower everyone to trust in themselves, their abilities, and others, developing a sense of belonging in their school community and beyond.</p> <p>Aims (parent version)</p> <ul style="list-style-type: none"> • To encourage children to be ambitious in their play and learning through a wide range of experiences at school, early years centre, home, and their community. • To nurture each child to believe in themselves to be the best they can be. • To promote an inclusive ethos for all children, families and staff within the school, early years centre and the wider community. • To build trusting relationships for all through actively listening to the voice of all children, families, staff, and our local community. • To empower children, families, staff, and the community to celebrate successes together to build a better future for all. <p>Vision (child version)</p>

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- Grow and believe at Twechar Primary and Nursery. East Dunbartonshire: Education Service Framework for School Improvement Planning 2022/23 Aims (child version)
- To help each child to do their best in their play and learning.
- To help each child to become confident and responsible in Twechar and our community.
- To have a community where everyone belongs and is welcome and included.
- To give everyone in our Twechar community a say in our school and early years centre by listening to them.
- To give everyone a chance to share their success in learning.

Values

Fun * Respect * Belonging
Omnes pro uno/ All for one

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2023/2024	2024/2025	2025/2026
Priority 1	Continue to embed our curriculum design with a clear focus on play pedagogy and improving attainment across early level literacy and numeracy.	Our curriculum design is well established, and all our learners are making good progress across early level literacy and numeracy.	Our curriculum design and learning, teaching and assessment approaches are robust and enhances children's progress as they grow and develop.
Priority 2	Embed our approaches to improve the health and wellbeing of our children, parents, and staff.	Ensure our framework for health and wellbeing is consistent and full embedded.	Our approaches to health and wellbeing are inclusive, shared, and meaningful for children, parents, and staff.
Priority 3	Develop family learning within our centre, promoting learning at home.	Ensure our family engagement and learning is sustained and improves outcomes in literacy, numeracy and health and wellbeing.	Our approaches to family engagement and learning are robust and full embedded.

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Section 2: Improvement Priority 1	
Early Years Centre	Twechar Early Years Centre
Improvement Priority 1	Continue to embed our curriculum design with a clear focus on play pedagogy and improving attainment across early level literacy and numeracy.
Person(s) Responsible	Head Teacher, Depute Head of Centre, Senior Early Years Worker, Early Years Teacher, and Early Years Workers.

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
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<p>Delete / copy as required</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in Literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people 	<p>Delete / copy as required</p> <ul style="list-style-type: none"> School and ELC leadership Curriculum and assessment Teacher and Practitioner professionalism 	<p>Delete / copy as required</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Ensuring children's progress</p> <p>QI 3.3 Developing creativity and skills for life and learning</p>	<p>Delete/copy as required</p> <p>1.3 play and learning</p> <p>2.1 Quality of the setting for play and learning</p> <p>3.2 leadership of play and learning</p>	<p>Delete / copy as required</p> <p>Improvement in attainment in literacy and English</p> <p>Improvement in attainment in numeracy and Maths</p> <p>Closing the attainment gap between the most and least disadvantaged</p>
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Numeracy champion Early Years Teacher 	<ul style="list-style-type: none"> Numeracy resources to enhance home link bags Numeracy and Maths books to enhance learning experiences Outdoor numeracy and literacy resources to enhance outdoor provision. Numeracy tracker to track progression across early level.

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	<ul style="list-style-type: none"> • Reading tracker to track progression across early level. • Training delivered by the Teacher and numeracy champion to support and further build staff capacity.
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • STEM a Story (ongoing) • Tracking and moderation • LFL outdoor learning training – staff team (date TBC) • Numeracy training provided by EDC (ongoing) • Shared learning across centres. • In-house learning, teaching, and assessment training (August in-set day) • Moderation cycle training and activities (August in-set day) 	<ul style="list-style-type: none"> • STEM a Story home links • Numeracy sacks • Targeted stay and play sessions • Families Connect programme • Learning Journals

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
All staff have improved knowledge and understanding of the early level curriculum using E+O's, learning intentions, benchmarks, and success criteria.	<p>In-house tracking and moderation training. Moderation cycle will be used.</p> <p>Moderation training delivered by West Partnership will enhance SMT capacity on moderation and learning teaching and assessment.</p> <p>Focus groups to carry out moderation task with a particular focus on literacy and numeracy. Provide opportunities for staff to collaborate and peer assess.</p>	<ul style="list-style-type: none"> ➤ Moderation documents, moderation cycle. ➤ Self-evaluation processes to evaluate the impact on staff knowledge and understanding. ➤ Peer assessments 	<p>August inset day 2023</p> <p>November 2023</p> <p>October inset day 2023</p>	

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Improved attainment, particularly in numeracy.	<p>Numeracy trackers to be created and implemented in term 1. Training on tracking and monitoring delivered by the Teacher and DHoC.</p> <p>Tracking meetings.</p> <p>Nursery Teacher will work with support and challenge groups throughout the year.</p> <p>Staff will use mathematical language in daily practice and continue to provide a wide variety of numeracy and maths experiences.</p> <p>STEM a story will be implemented.</p> <p>LFL external training to increase staff skills on delivering numeracy outdoors. - tbc</p> <p>Enhance numeracy resources and books to support learning. Numeracy champion and Teacher will create a bank of numeracy resources to support differentiation and aspects of the numeracy curriculum.</p>	<ul style="list-style-type: none"> ➤ Tracking meetings. ➤ Staff feedback and dialogue. ➤ Baseline, interim and final assessments. ➤ Peer observations and progression in children's learning. Evidence on learning journals. ➤ Environment audits, learning journals, peer observations of interactions and experiences. ➤ Tracking and monitoring processes. 	<p>August inset day 2023</p> <p>September 2023 and May 2024</p> <p>August-June 2024</p> <p>June 2024</p> <p>August-June 2024</p> <p>TBC</p> <p>January-June 2024</p>	
By analysing and using data, staff can identify gaps in learning, enhance establishment processes (pedagogy, environment,	<p>Tracking and monitoring in-house training for all staff.</p> <p>Staff will self-reflect through peer assessments</p>	<ul style="list-style-type: none"> ➤ Training evaluations. ➤ Self-evaluation processes, peer assessments, increased attainment. 	<p>October inset day 2023</p> <p>Ongoing</p>	

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resources, interactions) and narrow the attainment gap.	<p>Tracking meetings with DHoC, Nursery Teacher and EYW twice per year with an aim to close attainment gaps.</p> <p>Holistic trackers will be used to collect holistic data and all staff will identify individual needs and next steps which will inform pedagogy and practice.</p> <p>Senior EYW will attend SECI training delivered by Education Scotland.</p> <p>All staff will engage in self-evaluation processes throughout the year.</p> <p>Reading and writing trackers will be introduced for assessing and tracking progression.</p>	<ul style="list-style-type: none"> ➤ Holistic trackers, feedback from staff and evidence from staff. ➤ Improved attainment found through trackers. ➤ Self-evaluation processes improved. ➤ Self-evaluation QI for year 2. 	<p>September 2023 and May 2024</p> <p>November 2023</p> <p>Ongoing monthly</p> <p>August 2023</p>	
The numeracy and literacy provision across all areas of the nursery offer breadth, depth and challenge indoors and outdoors.	<p>In-house training to be delivered termly for all staff. Term 1 – counting, term 2 – shape, position and movement, term 3 – information handling.</p> <p>PDSA cycle linking to numeracy development across the centre – indoors and outdoors.</p>	<ul style="list-style-type: none"> ➤ PDSA cycle. ➤ Training feedback, numeracy audit, peer assessments and monitoring. ➤ PDSA cycle, observations of interactions, Ferre Leaver observations to track levels of wellbeing and involvement. 	<p>August-June 2024</p> <p>Termly</p> <p>October 2023</p>	

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	<p>Adapt area audits to ensure all areas offer opportunities to engage in the numeracy curriculum.</p> <p>All staff to complete area audits termly.</p> <p>Numeracy champion and Teacher to complete wider numeracy audit twice per year – pre and post.</p> <p>Provide opportunities for staff to go on peer visits to moderate and share practice.</p>	<ul style="list-style-type: none"> ➤ Baseline, interim and final assessments and collect data. ➤ Numeracy audit pre and post. ➤ Breadth and depth of experiences offered. Monitoring access to the quad. ➤ Feedback from staff and moderation paperwork. 	<p>August 2023</p> <p>Termly</p> <p>October and April 2024</p> <p>Jan-May 2024</p>	
Numeracy home links have improved and narrowed the attainment gap in numeracy.	<p>Nursery Teacher and numeracy champion will establish home link bags.</p> <p>Lending library will incorporate numeracy books with numeracy link activities.</p> <p>Stay and play sessions will have a numeracy focus (termly).</p> <p>Key staff will create a monthly numeracy home link activity for families with support from the numeracy champion and nursery teacher.</p>	<ul style="list-style-type: none"> ➤ Parental engagement and feedback from parents and children. ➤ Attendance levels. 	<p>October 2023</p> <p>Ongoing</p> <p>Termly</p> <p>October-May 2024</p>	

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Section 2: Improvement Priority 2	
Early Years Centre	Twechar Early Years Centre
Improvement Priority 2	Embed our approaches to improve the health and wellbeing of our learners, parents, and staff.
Person(s) Responsible	Head Teacher, Depute Head of Centre, Senior Early Years Worker, Early Years Teacher and Early Years Workers.

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
Delete / copy as required • Improvement in children and young people's health and wellbeing;	Delete / copy as required Teacher and Practitioner professionalism School and ELC leadership School and ELC improvement	Delete / copy as required QI 1.3 Leadership of Change QI 2.7 Partnerships QI 3.1 Ensuring wellbeing, equality & inclusion	Delete/copy as required 1.1nurturing care and support	Delete / copy as required Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Health and wellbeing champion • Big Chef Little Chef • PAtHs lead • Family champion • UNCRC co-ordinator. 	<ul style="list-style-type: none"> • Annual ongoing training provided by EDC. • Engagement with the community • Resources to develop the outdoor space. • Regular access to the local green spaces and woodlands. Resources to support this.

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • PAtHs training delivered by EDC. • In-house training on colour monster (October in-set day) • Engagement in self-regulation resources and CLPL. • Moderation cycle training and activities (August in-set day) • UNCRC training (October in-set day) • ACES training (tbc). • Development of the centres vision, values and aims. • Forest kindergarten approach. • LFL outdoor learning training (tbc). 	<ul style="list-style-type: none"> • Families Connect. • Triple P. • Family learning opportunities – engaging with the outdoors and local community. • Regular parent consultations. • Parent meetings and events throughout the year. • PAtHs and Colour Monster home link activities.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Learning will be celebrated	<p>Achievement from home will be captured and displayed.</p> <p>STAR of the week will be voted by each key staff member and children will attend a monthly assembly to receive a certificate.</p>	<ul style="list-style-type: none"> ➤ Child voice and consultation. ➤ Engagement levels ➤ Ferre Leaver observations. ➤ Observations of children. 	Ongoing	
Children and staff understand the centres vision, values and aims and their rights in a meaningful way.	<p>VVA teddies will be used to support understanding in everyday practice.</p> <p>Staff will use the values language in practice.</p> <p>There will be a termly focus on each value and key staff will create activities to ensure they are meaningful.</p>	<ul style="list-style-type: none"> ➤ VVA language is used in everyday practice. ➤ Increased understanding of VVA. ➤ Children can speak about the VVA in a meaningful way. ➤ Staff begin to use UNCRC in everyday practice through 	<p>September-May 2024</p> <p>December -June 2024</p> <p>Termly</p>	

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	<p>Staff training on UNCRC (October in-set day). All staff will implement children's rights and the UNCRC co-ordinator will promote this across the centre.</p> <p>Provide opportunities for staff to go on peer visits to moderate and share practice.</p>	<p>interactions, experiences, and curriculum design.</p> <ul style="list-style-type: none"> ➤ Feedback from peer visits. 	<p>February inset day</p> <p>Termly</p>	
<p>Almost all children are growing in self-esteem, emotionally resilient and have increased emotional literacy skills.</p>	<p>Health and wellbeing champion will engage in professional learning and LPG delivered by EDC.</p> <p>The PATHS programme will be delivered to all preschool children to promote self-esteem and emotional literacy skills.</p> <p>Nurture champion will engage in Nurture PLC delivered by the local authority.</p> <p>Ante pre and preschool children will engage in 'The Colour Monster' activities throughout the year.</p> <p>Zone of regulation linking to 'The Colour Monster' will be displayed in the playroom</p>	<ul style="list-style-type: none"> ➤ Training evaluations. ➤ PDSA cycles. ➤ PATHS pre and post assessments on preschool children. ➤ Boxall profiles where required. ➤ Observations, monitoring of experiences provided and curriculum coverage. ➤ Play on Pedals evaluations. 	<p>Ongoing</p> <p>September – June 2024</p> <p>Ongoing</p> <p>Ongoing</p>	

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	<p>(large) to support restorative conversations and regulation.</p> <p>All staff will use nurturing approaches to support the children.</p> <p>HWB champion will attend PLC sessions and 'Including Every Learner' training delivered by EDC.</p> <p>Depute Head of Centre will attend ELC Inclusion training delivered by Education Scotland.</p> <p>Preschool children will engage in the Play on Pedal programme.</p> <p>Staff will regularly provide opportunities for the children to explore baking, cooking, and creating their own snacks.</p>		<p>October 2023, November 2023, January 2024 and March 2024.</p> <p>October 2023</p> <p>January – June 2024</p> <p>Ongoing</p>	
<p>Outdoor learning opportunities provide the children with a balance of experiences across the curriculum and has improved wellbeing.</p>	<p>The outdoor 'quad' will be developed, creating nurturing spaces for children to learn and develop.</p> <p>The outdoor leads will attend 'Murgdock Park Rangers' outdoor training (space tbc)</p>	<ul style="list-style-type: none"> ➤ Peer assessments, ➤ Ferre Leaver observations ➤ Monitoring the coverage of the curriculum during outdoor play. ➤ Learning journals to capture learning experiences offered. 	<p>September – January 2024</p> <p>September 2023</p>	

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	<p>and outdoor training delivered by EDC.</p> <p>The outdoor area will encapsulate all areas of the curriculum and support progression.</p> <p>Children will be involved in growing and planting in the 'Quad' to promote wellbeing.</p> <p>The children will regularly access the 'Secret Garden' developed by the local Healthy Living Centre. We will make links with the local community to grow and plant.</p> <p>Staff will implement 'Loose Parts Play'.</p>	<ul style="list-style-type: none"> ➤ Tracking meetings will support next steps. ➤ Children will have an increased knowledge of 'looking after their learning space'. Ferre Leaver observations during outdoor play. ➤ Planning monitoring – triangulation of evidence (planning sheets, learning journals, trackers and wall displays). 	Ongoing	
Increase parental engagement and family learning to promote wellbeing.	<p>Family learning opportunities such as Big Cook Little Cook will promote the health and wellbeing of children and families.</p> <p>Parents will be invited to attend regularly stay and play sessions and explore the local community.</p>	<ul style="list-style-type: none"> ➤ Family and parent engagement levels ➤ Feedback from parents and children. ➤ Attendance levels. ➤ Families Connect pre and post evaluations. 	<p>October 2023</p> <p>Termly</p> <p>January 2024</p>	

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	<p>Families Connect programme will be delivered to support wellbeing.</p> <p>The family champion will offer Triple P when required.</p>		When required	
Staff wellbeing is supported	<p>Staff will engage in team building activities twice per year.</p> <p>Staff recognition board in the staff room.</p> <p>Staff will attendance 'Developing Personal Resilience'.</p> <p>Wellbeing meetings.</p> <p>Mentoring and coaching approaches will support learning conversations and deeper reflection.</p>	<ul style="list-style-type: none"> ➤ Inset day feedback ➤ Wellbeing meetings. 	<p>August and February 2024</p> <p>Ongoing</p> <p>September 2023</p> <p>Ongoing</p>	

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Section 2: Improvement Priority 3	
Early Years Centre	Twechar Early Years Centre
Improvement Priority 3	Develop family learning within our centre, promoting learning at home.
Person(s) Responsible	Head Teacher, Depute Head of Centre, Senior Early Years Worker, Early Years Teacher, and Early Years Workers.

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
<p>Delete / copy as required</p> <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing; Closing the attainment gap between the most and least disadvantaged children and young people 	<p>Delete / copy as required</p> <p>Parent/carer involvement and engagement School and ELC leadership Teacher and Practitioner professionalism</p>	<p>Delete / copy as required</p> <p>QI 1.2 Leadership of Learning QI 2.5 Family Learning QI 2.7 Partnerships</p>	<p>Delete/copy as required</p> <p>1.1nurturing care and support 1.4 Family engagement 3.2 leadership of play and learning</p>	<p>Delete / copy as required</p> <p>Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged</p>

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Family champion Parents committee Health and wellbeing champion UNCRC co-ordinator. 	<ul style="list-style-type: none"> Parents committee meetings Create a child's committee and have regular meetings. Regularly consultations with children and families. Links with the supporting families team. Delivery of Triple P.

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Training provided by EDC (ongoing) • Triple P • Families Connect • Regular staff meetings. • Shared information on TEAMS tile. • Shared practice. 	<ul style="list-style-type: none"> • Stay and play sessions. • Gardening group • Parent volunteers • Coffee mornings • Curriculum sessions • Book Bug • Transitional Teddies to promote family learning.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Increase parental engagement and family learning. For families to be involved in the life of the centre.	<p>The SMT and family champion will create a 6-week family learning programme each term.</p> <p>Parents will be invited to attend regularly stay and play sessions and to come on local visits to the community.</p> <p>Families Connect programme will be delivered to support wellbeing. The family champion will offer Triple P when required.</p> <p>Stay and Play sessions will have a particular focus each term.</p>	<ul style="list-style-type: none"> ➤ Feedback from families ➤ Child consultation and voice. ➤ Attendance levels. ➤ Pre and post evaluations. 	<p>October-December 2023 and February- May 2024</p> <p>Termly</p> <p>January 2024</p>	

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	<p>Termly in person parents' meetings will take place.</p> <p>BookBug sessions will be delivered to families periodically throughout the year.</p> <p>Ongoing evaluations and consultations of the service provision will be given to parents to capture their voice.</p>			
Parent Committee is well established.	Family champion will establish a parents committee and have regular meeting to consult and discuss matter arising.	➤ Engagement and attendance levels.	Ongoing	
Home links have supported learning at home.	<p>Champions will create home link activities for literacy, numeracy and HWB and use transitional teddies to promote engagement.</p> <p>Lending library will continue throughout the year.</p> <p>Phonological Awareness home activities will be created by the Nursery Teacher and given to preschool parents.</p>	<p>➤ Engagement levels.</p> <p>➤ Child and parent feedback.</p> <p>➤ Lending library audit.</p> <p>➤ PAThS home links returned and posts of learning at home through Learning Journals.</p>	<p>August – October 2023</p> <p>Ongoing</p>	

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	<p>PAThS home links will be sent on a regular basis to initiate conversations at home.</p> <p>Play a long maths will be implemented and available throughout the year for children and families.</p>			
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