

Framework for Centre Improvement Planning 2024/2025

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Twechar EYC
Head Teacher / Head of Centre	Marie-Louise Brogan (Acting)/ Tracy Dodds
Link EY QIO	Leona Stewart

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Vision (parent version) 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> <ul style="list-style-type: none"> • 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. <p>Values Fun * Respect * Belonging</p>

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	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	2024/2025	2025/2026	2026/2027
Priority 1	To review assessment and tracking procedures to ensure all our learners are making good progress across early level literacy and numeracy to increase achievement.	Our pedagogies for learning, teaching and assessment approaches are consistent and enhance children's progress as they grow and develop.	Review assessment approaches and how they track progress and inform next steps in learning within literacy, numeracy and health and wellbeing.
Priority 2	Review and audit our outdoor learning opportunities within the EYC and local community to develop high quality, relevant outdoor learning.	Continue to enhance and track our outdoor learning and develop partnerships with parents and providers to provide high quality learning opportunities.	Embed out door learning to raise achievement through clear, planned progressive pathway.
Priority 3	Ensure our family engagement and learning is sustained and improves outcomes in literacy, numeracy and health and wellbeing and provide opportunities for leadership.	Our approaches to family engagement and learning are responsive to needs of the family and EYC community.	Consult with parents and partners re VVA and determine next steps for improvements with child and EYC community at the centre.

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Section 2: Improvement Priority 1	
Early Years Centre	Twechar EYC
Improvement Priority 1	To review assessment and tracking procedures to ensure all our learners are making good progress across early level literacy and numeracy to increase achievement.
Person(s) Responsible	DHOC & NT

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in achievement, particularly in Literacy and Numeracy. 	School and ELC leadership Teacher and Practitioner professionalism Curriculum and assessment	QI 1.2 Leadership of Learning QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	1.3 play and learning 3.1 Quality assurance and improvement are well led 3.2 leadership of play and learning	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Improvement in attainment in numeracy and Maths
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Opportunities for Leadership		Resource Requirements		
<ul style="list-style-type: none"> • NT and EYC Literacy Champ to lead - • Mark making • Talk for writing • Presenting 		<ul style="list-style-type: none"> • Staff Team • Budget • Understanding and Supporting Young Writers from Birth to Eight – Noella MacKenzie • EDC Progression Frameworks • Questionnaires • Learning Scrap Books • Come Learn With Me Sessions • Twitter 		
Professional Learning		Parental Engagement and Involvement		
<ul style="list-style-type: none"> • In –house Training on in-service days • EDC Professional Learning Calendar • Visits to other establishments • Professional reading 		<ul style="list-style-type: none"> • Twitter • Scrap books • Information Sessions • Notice Board 		
Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	

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Children will make progress in literacy and numeracy through close observations and tracking	<ul style="list-style-type: none"> • Early Years Practitioners to visit other centres to see good practice in relation to tracking children's learning in Literacy and Numeracy. • Create and roll out reading and writing trackers 	<ul style="list-style-type: none"> • Tracking meetings with EYW/NT 3 times a year • Through tracking, identify gaps in learning and target through planned learning experiences 	Termly from September 2024	
Staff to complete initial assessments for all children.	<ul style="list-style-type: none"> • NT to deliver Learning, Teaching & Assessment training. • DHofC/NT to audit current assessments and tracking toolkit. 	<ul style="list-style-type: none"> • Self-evaluation. • Questionnaire to determine staff confidence in understanding use of assessments and purpose in securing children's progress. • Tracking meetings 	August 2024	
	<ul style="list-style-type: none"> • Visit other centres and review assessment opportunities and tracking systems. 	<ul style="list-style-type: none"> • Self-evaluation 	September 2024	
	<ul style="list-style-type: none"> • Review and amend EYC assessments for literacy and numeracy. 	<ul style="list-style-type: none"> • Self-evaluation 	September 2024	
	<ul style="list-style-type: none"> • In-house training for all staff on initial assessments to identify gaps in learning and how assessments drive planning – focus literacy – writing 	<ul style="list-style-type: none"> • Self-evaluation • Staff Consolidation 	In-Service October 2024	

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Moderation of Writing -Increase staff knowledge and understanding of Writing experiences and outcomes and benchmarks. -Increase staff capacity to use benchmarks and skill statements to accurately assess children's progress and define next steps for learning - Increase staff capacity to plan high quality writing learning experiences for children.	<ul style="list-style-type: none"> Literacy – Environment and Writing Audit to be carried out 	<ul style="list-style-type: none"> EDC Literacy Writing Audit tool 	September 2024	
	<ul style="list-style-type: none"> All staff training session on early mark making 	<ul style="list-style-type: none"> Staff Feedback – How will this impact the learner Planning proforma shared 	In-Service – October 2024	
	<ul style="list-style-type: none"> All staff refresher session - Talk for Writing Strategies 	<ul style="list-style-type: none"> Staff Feedback – How will this impact the learner Planning proforma shared 	In-service day – October 2024	
	<ul style="list-style-type: none"> EDC Training Sessions – Literacy 	<ul style="list-style-type: none"> Staff feedback forms Professional Learning Calendar 	TBC	
	<ul style="list-style-type: none"> All staff training – Moderation of Writing across the early level 	<ul style="list-style-type: none"> Staff Feedback – How will this impact the learner Learning Scrap Books Tracking toolkit 	In-Service – May 2025	
	<ul style="list-style-type: none"> Staff Focus Groups – Updated Progression Literacy Framework. Implement new writing tracker. 	<ul style="list-style-type: none"> Agenda Items • Minutes of Meeting 	Ongoing across the year	
Self-evaluation of numeracy by staff to see where we are now and identify next steps	<ul style="list-style-type: none"> Numeracy audit to be carried out to allow for areas of development to be identified 	<ul style="list-style-type: none"> EDC numeracy audit 	September 2024	
Transition to school	Create a working group to support the transition to primary school	Results of questionnaires Practitioner, teacher and parental feedback	On going	

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	<p>Talk to primary one teacher regarding how we could support them</p> <p>Provide a variety of transition experiences throughout the year for example monthly or weekly visits to the primary one class room, and participation in playtimes.</p>			
Evaluate scrap books	<p>Create a questionnaire to gage parent and staff views regarding scrap books</p> <p>Audit scrap books</p> <p>Create a how to guide outlining expectations for staff and parents</p>	<p>Staff and parent views</p> <p>Results of audit</p> <p>How to guide</p>	<p>Questionnaires and audits completed by August 2024</p> <p>Guide created by October and shared with staff during the inservice day</p>	

Section 2: Improvement Priority 2

Early Years Centre

Twechar EYC

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Improvement Priority 2	Review and audit our outdoor learning opportunities within the EYC and local community to develop high quality, relevant outdoor learning.
Person(s) Responsible	Senior EYW & Outdoor Learning Champs

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing; • Improvement in achievement, particularly in Literacy and Numeracy. Choose an item.	School and ELC improvement Teacher and Practitioner professionalism	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion	1.3 play and learning 2.1 Quality of the setting for play and learning 4.1 Staff skills, knowledge and values	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"> • Outdoor Learning Champ • Mentoring • Teambuilding • Children leading learning and developing environment 	<ul style="list-style-type: none"> • Outdoor Learning Audit Toolkit • Realising the Ambition Document • Training Opportunities • Self-evaluation tools • Budget • Networking groups both internal and council wide • EYC – Staff team

Professional Learning	Parental Engagement and Involvement
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<ul style="list-style-type: none"> • EDC Professional Learning Calendar • Professional Reading • In-Service Training 	<ul style="list-style-type: none"> • Questionnaires • Learning Blog • Come Learn with Me Sessions • Notice boards • Information Sessions • Twitter
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
The needs of all children will be at the centre of our curriculum design and development, where they will experience rich and exciting play and learning opportunities outdoors and within their community. Developing a clear and shared pedagogy will promote high quality learning and teaching and result in positive outcomes for all our children.	<ul style="list-style-type: none"> • Consult staff on use of outdoor spaces and review benefits for children and practitioners. Using outdoor learning toolkits for example 'Out to Play', 'My World Outdoors' or 'Space to Grow'. • Agree duration of time to be allocated to outdoor learning for all and create overview 	<ul style="list-style-type: none"> • Microsoft Form for questionnaire • Professional Dialogue • Staff Pre/ Post change questionnaire 	August 2024	
All children will develop confidence to be independent	<ul style="list-style-type: none"> • Initial environmental learning walk – Senior 	<ul style="list-style-type: none"> • Observation proforma created for outdoor learning 	August 2024	

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learners within the centre environment. They will be supported to explore a wide range of resources and experiences and will have high levels of engagement throughout their play.	Leadership Team to engage in professional dialogue with staff about the outdoor environment.	and use of space and implemented <ul style="list-style-type: none"> Professional discussions Photographs 		
	<ul style="list-style-type: none"> Initial Observations to be completed for outdoor learning 	<ul style="list-style-type: none"> Observation paperwork to be completed 	September 2024	
	<ul style="list-style-type: none"> Consultation with staff, parents and children Review Nursery Curriculum Rationale to include outdoor learning 	<ul style="list-style-type: none"> Share analysis of initial findings Information Newsletter Update Glow Form questionnaire to parents 	October 2024	
	<ul style="list-style-type: none"> All staff to share ideas for outdoor learning 	<ul style="list-style-type: none"> Staff Feedback Questionnaires Self-evaluation 	October Inservice day	
Our focus on the learning environment and meaningful provocations will encourage all of our children to develop their curiosity, inquiry, creativity skills and support their wellbeing and communication development.	<ul style="list-style-type: none"> Interim environmental learning walk – Senior Leadership Team to engage in professional dialogue with EYC staff about the environment. 	<ul style="list-style-type: none"> Observation proforma Professional discussions Photographs 	January 2025	
	<ul style="list-style-type: none"> Resource identification and sourcing and ordering of equipment required to develop learning experiences 	<ul style="list-style-type: none"> Staff reflections Budget 	In-Service Feb 2025	
	<ul style="list-style-type: none"> Focus on outdoor learning in termly 	<ul style="list-style-type: none"> Minutes form meetings 	Ongoing from February 2025	

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	planning meetings with EYC staff			
	<ul style="list-style-type: none"> Interim Outdoor Learning Observations 	<ul style="list-style-type: none"> Observation paperwork to be completed 	March 2025	
	<ul style="list-style-type: none"> Final Draft of reviewed Curriculum Rationale to be shared with staff parents and children for review 	<ul style="list-style-type: none"> Learning Scrap Books Questionnaires Information Session 	March 2025	
	<ul style="list-style-type: none"> Final termly environmental learning walk – Senior Leadership Team to engage in professional dialogue with EYC staff about the environment. 	<ul style="list-style-type: none"> Observation proforma Professional discussions Photographs 	April 2025	
	<ul style="list-style-type: none"> Reflection Questionnaire – HQIOELC and Outdoor learning toolkit 	<ul style="list-style-type: none"> Staff Feedback 	In-Service May 2025	
	<ul style="list-style-type: none"> Create procedure paper and calendar overview for use of outdoor space and outdoor learning 	<ul style="list-style-type: none"> Self-evaluation 	In-Service May 2025	

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Section 2: Improvement Priority 3	
Early Years Centre	Twechar EYC
Improvement Priority 3	Ensure our family engagement and learning is sustained and improves outcomes in literacy, numeracy and health and wellbeing and provide opportunities for leadership.
Person(s) Responsible	DHOC – Tracy Dodds, Early years workers – Debbie, Sandra and Shannon

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<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; Improvement in achievement, particularly in Literacy and Numeracy. 	Parent/carer engagement and family learning School and ELC improvement	QI 1.1 Self evaluation for self improvement QI 2.5 Family Learning QI 3.1 Ensuring wellbeing, equality & inclusion	1.4 Family engagement 3.2 leadership of play and learning 1.1 nurturing care and support	Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Family Champions Community Partnership Champions Mentoring Teambuilding 	<ul style="list-style-type: none"> Training Opportunities Self-evaluation tools Budget EYC – Staff team Parent & Carer Volunteers

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • EDC Professional Learning Calendar • Professional Reading • In-Service Training – Community Partnerships and EDC Outdoor Learning 	<ul style="list-style-type: none"> • Questionnaires • Learning Scrap Books • Come play with me sessions • Notice boards - Blog • Information Sessions • Twitter

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Through well planned partnership working we will increase family engagement to support children's development and learning. Parents and carers will be active participants in decision making and understand the role they play resulting in parents and carers feeling empowered, leading to positive outcomes for our learners.	<ul style="list-style-type: none"> • Welcome pack and presentation for new parents • Stay and Play Sessions • Update Care Plans • Local trips/visits • Parent Workshops • Families Connect Sessions • Count on Us Sessions • Parent Café • SFA/TAC meetings 	<ul style="list-style-type: none"> • Observations • Verbal feedback • Questionnaires • Daily dialogue • Staff Consultation • Parent & Carer Consultation • Professional, Development & Review Process 	<ul style="list-style-type: none"> • Ongoing across the year 	

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	<ul style="list-style-type: none"> Establish a Community Partnership Champ – 1 x EYC Staff and 1 x Parent Establish a Family Champ – 1 x EYC Staff and 1 x Parent Establish a parents group 			
Through further enhancing established relationships and developing new partnerships within the EYC community all our young children will develop positive life skills and learning. Children and parents and carers will experience richer learning environments as a result of more involvement with the local community.	<ul style="list-style-type: none"> Contact and establish community links and partnerships with: <ul style="list-style-type: none"> Local Businesses Kirkintilloch Library Twechar Healthy Living Centre Twechar PS Active Schools Health Visitors Twechar PS FLA ASDA Twechar Lodge 	<ul style="list-style-type: none"> Scheduled events both in-house and across the community. Questionnaires and feedback Staff Pre-Post questionnaire 	<ul style="list-style-type: none"> August Inservice On-going across the year 	
Our children and parents and carers will benefit from an increased motivation to learn through their engagement with a wider range of partners across the community. These	<ul style="list-style-type: none"> In partnership with EYC & Parent/Carers Champs create an events overview – share with staff and parents to ascertain expertise and possible links to further resources. 	<ul style="list-style-type: none"> Parent Feedback Self- Evaluation Twitter Learning Scrap Books 	<ul style="list-style-type: none"> Ongoing across year 	
	<ul style="list-style-type: none"> Supporting Families Training 	<ul style="list-style-type: none"> Professional dialogue Staff meeting/collegiate session 	<ul style="list-style-type: none"> Ongoing across year 	

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partnerships will have a positive impact on their progress in learning including health and wellbeing, literacy and numeracy.	<ul style="list-style-type: none"> Family Champion to attend and cascade information to staff team. 			
	<ul style="list-style-type: none"> Kirkintilloch Library Partnership Reading together sessions Library Visits Establish Book Bags for EYC to be used at home Create book swap area for parents 	<ul style="list-style-type: none"> Learning Scrap Books Children's feedback Partnership questionnaire 	<ul style="list-style-type: none"> Ongoing across year 	
	<ul style="list-style-type: none"> Twechar Healthy Living Centre Partnership Planned visits to centre with parents/carers Gardening tasks – Grow your own activities with parents/carers Cooking classes with learners and parents/carers Creation of simple Recipe cards provided with ingredients to be used at home Creation of uniform/clothes bank for access for all families 	<ul style="list-style-type: none"> Learning Scrap Books Children's Feedback Parent/Carer Feedback Staff feedback Uptake in activities 	<ul style="list-style-type: none"> Ongoing across the year 	
	<ul style="list-style-type: none"> Twechar PS Partnership Evaluate Transition Programme (June 2025) 	<ul style="list-style-type: none"> Questionnaires Coverage of transition activities 	<ul style="list-style-type: none"> Ongoing across year 	

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	<ul style="list-style-type: none"> Stay and Play activities Use of dining hall and playground with school children Create a yearly diary for parents 	<ul style="list-style-type: none"> Self-evaluation 		
Review all policies and procedures	<p>Create a policy working group containing staff and parents to review relevant policies</p> <p>Review policies and procedures from other setting.</p> <p>Ensure that all policies reflect best practice</p>	Regular meetings to review progress	May 2025	
Continue to support children and their families understanding of the UNCRC and the centres vision, values and aims	<p>Discussions with parents and children regarding their understanding of UNCRC and the centres vision, values and aims</p> <p>Discussions with parents and children regarding what is important to them</p> <p>Create a display relating to UNCRC and the centres visions, values and aims</p>	<p>Staff, children and parental views</p> <p>Creation of wall displays</p> <p>Children and parents starting to use language associated with UNCRC and the centres values</p>		

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	Staff to regularly use language associated with UNCRC and the centres visions, values and aims during discussions with children and their families			
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Centre Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Wednesday, 26th June 2024