

Framework for Centre Improvement Planning 2025/2026

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

Centre Statement: Vision, Values & Aims and Curriculum Rationale
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. Aims (parent version) • 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. Vision (child version) • Grow and believe at Twechar Primary and Early Years Centre. 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

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	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2025/2026	2026/2027	2027/2028
Priority 1	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.	Our approaches to family engagement and learning are responsive to needs of the family and EYC community.
Priority 2	Wellbeing – To train staff and implement good practice from Up, Up and Away	Wellbeing – Embed our VVA and Up, Up and Away to determine next steps for improvements with child and EYC community at the centre.	TBC
Priority 3	Review and audit our use of technologies and opportunities within the EYC and local community to develop high quality, relevant learning and engagement.	Develop and track our use of technologies and develop partnerships with parents and providers to provide high quality learning opportunities.	Embed our use of technologies and enhance partnerships with parents and providers to provide high quality learning opportunities.

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Section 2: Improvement Priority 1	
Early Years Centre	Twechar EYC
Improvement Priority 1	Achievement - Our pedagogies for learning, teaching and assessment approaches are consistent and enhance children's progress as they grow and develop.
Person(s) Responsible	Tracy Dodds DHOC

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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- 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 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 3.2 Ensuring children's progress	1.3 play and learning 2.1 Quality of the setting for play and learning 3.3 Leadership and management of staff and resources	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged
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Opportunities for Leadership	Resource Requirements
Working in trios to make change to pedagogy and experiences for learners. Mentoring. Teambuilding.	Quality Assurance Calendar Realising the Ambition Document CFE Benchmarks Tracking Tool Floorbooks Training Opportunities Self-evaluation tools Budget Networking groups both internal and council wide EYC – Staff team
Professional Learning	Parental Engagement and Involvement
EDC Professional Learning Calendar Professional Reading In-Service Training Sharing and Implementing Good Practice	Questionnaires on children's experiences Sharing Floorbooks Play and Share Sessions Newsletters Notice boards 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?	
All staff will acknowledge and document how they will plan and deliver within each of the learning areas. This will increase depth of learning in all curricular areas, improving outcomes for all our children. Capturing meaningful observations will support our continued drive to provide a quality learning environment through enabling all children to develop their curiosity, inquiry and creative skills. Almost all staff will develop tracking children through an increased understanding and knowledge by capturing meaningful observations linked to individual children's interests aligned to the benchmarks within Early Level CFE and Realising the Ambition.	Senior Leaders will create a calendar of five planning and five tracking cycles throughout the year.	*Planning Cycle Calendar *Tracking Cycle Calendar	August 2025	
	Senior Leaders will share planning and tracking calendar with all staff at in-service day (August)	*All staff aware of planning and tracking cycles for the session	August 2025	
	Senior Leaders will create a calendar to allocate staff to teams and areas on an eight week cycle throughout the year.	*Area allocation Calendar created and shared with staff	August 2025	
	Senior Leaders will create a curricular and holistic tracking format and Quality Assurance calendar devised from good practice visits last session to track curriculum and individual children.	*Tracker in place for curriculum and individual children	August 2025	
	All staff will receive refresher training on completing meaningful observations in a play based environment.	*All staff trained in Twechar EYC approach and expectations for meaningful observations and	October 2025 (inservice)	

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Almost all staff will use their ability to document meaningful observations in their floorbooks and Childrens 'Adventure Books' , and share tracking information at planned tracking meetings. This will inform quality learning experiences for our children and enhance the learning environment within all the curricular areas. All children will continue to develop confidence to be independent learners within the environment. They will be		completion of floorbooks and scrapbooks, and paperwork		
	All staff to add observations and annotated examples of children's work to Floorbooks and Chilrens 'Adventure Books' to track children's learning and progress.	*Floorbooks and scrapbooks completed as directed to capture learning and track progress.	On going	
	Senior Leaders to organise peer observations and complete observations within playroom	*Peer observations created and planned dates followed with time to share observations to gather good practice and determine next steps.	August 2025	
	All staff will meet with Senior Leaders monthly to share good practice	*Monthly meeting to share practice in place using coaching approaches and good practice adopted by all staff.	Ongoing	

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supported to explore a wide range of resources and experiences and will have high levels of engagement throughout their play. Children's next steps in learning will be more meaningful, as almost all staff will use their increased understanding through planned planning and tracking cycles to challenge and support.	Staff to participate in planning and tracking meetings and learning to be added to a tracking tool. Gaps identified to be addressed in next planning cycle. Senior Leaders to track Attendance and ASN for all learners on a tracking tool and review data at tracking meetings.	*Tracking of children's progress captured on tracking tool. Key workers to track their children. EYC Teacher to add to curricular tracker and SL to add to holistic tracker. Identified gaps planned for in next cycle. *Tracker information on Attendance and ASN examined and next steps identified and acted upon.	See quality assurance calendar	
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Section 2: Improvement Priority 2	
Early Years Centre	Twechar EYC
Improvement Priority 2	Wellbeing – To train staff and implement good practice from Up, Up and Away
Person(s) Responsible	Deborah Bolt (Senior)

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
• Improvement in children and young people's health and wellbeing; .Placing human rights and needs of every child and young person at the centre of education • Improvement in achievement, particularly in Literacy and Numeracy.	School and ELC leadership Parent/carers engagement and family learning School and ELC improvement	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 3.1 Ensuring wellbeing, equality & inclusion	1.1 nurturing care and support 2.1 Quality of the setting for play and learning 1.4 Family engagement	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged

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Opportunities for Leadership	Resource Requirements
Staff training to all staff August Inservice half day online Manager/Head and or Depute Head of Centre to attend all online training sessions and cascade in the setting.	Allocation of time to attend the training and to support implementation in the setting.

Professional Learning	Parental Engagement and Involvement
Attendance at all training sessions Additional reading - Up, Up & Away training for All staff August Inservice day – half day online - Engagement with Up, Up & Away documentation - Collaboration with Up, Up & Away pilot centres from 2025/2026 - Coaching and mentoring from ELSTs and QIO	Homelink opportunities Parent workshops Curriculum Evenings Stay and Play sessions Parent communications

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?	
Introduce the Up Up and Away document (Circle) to promote a universal approach to inclusion within	Up, Up and Away Mentor to support Senior Management Team to distribute to all practitioners in setting.	Facilitate and review Practitioner attendance at training. Professional Learning record.	13 th August 2025 Inservice Day	

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the centre using appropriate documentation.	All Practitioners to attend In-service day training or in-house training provided Identified Practitioners (Mentor) and Senior Management to attend PLCs and online training.	Distribute documentation and ensure all practitioner engage with the resource. Pre and post questionnaires to practitioners on their skills/knowledge. Evaluation of learning collated and distributed to all practitioners.	Mentor to attend training on the following dates: 6th October 2025 1st December 2025 9th February 2026 27th April 2026	
Through Practitioner implementation of the documentation almost all children will feel included and supported within the centre by a whole team approach.	Mentor will work through identified stages of the documentation guided by the PLC team. Record of progress using audit tools on environment. Provide opportunities for parental engagement.	Complete audit tools and identify actions from the literacy rich environment tool. Create action plan and implement priority. Parent feedback.	September 2025	
All children will feel supported to access an environment that is inclusive and literacy rich.	Create a literacy rich action plan through Practitioner observations and review of areas.	Review progress through action plan, led by Management and Champion. Resource audit. Improved resources.	September 2025	
Mentor will have an increased awareness of	Opportunities to visit pilot centres to review their practice.	Opportunities and time allocated for Mentor to engage with	October 2025	

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providing an inclusive learning environment and will ensure a collaborative working approach is supported in the team to improve outcomes for children.	Engagement with the resources in the Glow Team tile. Coaching support given to practitioners by Mentor. Support from ELST and QIO.	Practitioners to support implementation across the setting and gather observations and evaluations. Create a PDSA or 6-week sprint for individual identified areas of the setting to review. Floor books with pre and post photos, observations and comments.		
Almost all children will feel listened to and supported where children will receive purposeful and meaningful interactions from staff.	Staff will be introduced to the Reflective tool for Enriching Communication. Practitioner reflection on communication practice.	Reflective tool to be used by practitioners as a self-reflective tool and as part of peer observations. Evaluate and review and evaluate improvements.	October in-service Day	
Mentor practitioner to become familiar with the variety of tools within the documentation to support children's progress	Risk and Resilience tool Observation Tools Identify stages tool Wellbeing Tool	Improved understanding of child's developmental stage. Improved action plan outcomes and targets for individual children.	February inservice	
Mentors will support identified practitioners to implement action plans for children as required	Child action plans further developed. SMART targets will ensure that all children have specific	Review by SMT Feedback from parents and TAC. Review of targets for individual children.	July 2026 To be implemented from August 2026	

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	individual targets that can be measured and achieved to meet their learning needs.			
All staff to evaluate Year 1 of Up, Up and Away to ensure deeper implementation across the team and embed in the setting to provide positive outcomes for children.	Regular evaluation opportunities to provide opportunity for feedback.	Practitioner questionnaires	Ongoing	

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Section 2: Improvement Priority 3	
Early Years Centre	Twechar EYC
Improvement Priority 3	Review and audit our use of technologies and opportunities within the EYC and local community to develop high quality, relevant learning and engagement.
Person(s) Responsible	Natalie Wilson & Shannon Donnachy

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
- Closing the attainment gap between the most and least disadvantaged children and young people; - Improvement in achievement, particularly in Literacy and Numeracy. Choose an item.	School and ELC leadership Curriculum and assessment School and ELC improvement	QI 1.1 Self evaluation for self improvement QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment	1.3 play and learning 3.2 leadership of play and learning 2.1 Quality of the setting for play and learning	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

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Opportunities for Leadership	Resource Requirements
Staff training for identified practitioners throughout session. Cascade training to staff as appropriate Lead and manage and evaluate audits and pilot project	Allocation of time to attend the training and to support implementation in setting. As identified in audits

Professional Learning	Parental Engagement and Involvement
Attendance at all training sessions Completion of Audits to identify where we are now and what happens next. Completion of pilot project Supporting staff members to access technologies.	Homelink opportunities Parent workshops Curriculum Evenings Stay and Play sessions

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 practitioner implementation of technologies training almost all children access technologies to support and	Identified practitioners to receive training in using technologies in Early Years.	Staff members attend relevant training.	August 2025	

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access learning and enhance creativity.	Audit to be carried out of staff confidence and skill set on use of technologies. Audit to be carried out for range of technology resources and gaps identified and hardware/software purchased	Audits completed and data recorded and analysed.	October 2025 Area of development to be shared at October in-service day	
Trained practitioners will have an increased awareness of providing a technology rich learning environment and will ensure a collaborative working approach is supported in the team to improve outcomes for children	Trained practitioners to support all staff in planning to include technology opportunities to enhance children's experiences.	Staff raised awareness on the use of technologies to support children's learning experiences.	Ongoing	
	Pilot project to be implemented to use appropriate technologies to support and challenge children.	Pilot project planned, implemented and evaluated to identify next steps.	Project to start January 2026	