


# Ben Wyvis Primary School & ELC

ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2022-23



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## Improvement Project 1: Improving Numeracy

### Purpose:

*This project has been developed in response to dips in attainment in Numeracy.*

### Priorities

#### NIF Priority:

Improvement in attainment, particularly in literacy and numeracy

#### NIF Driver:

Curriculum and assessment

#### HGIOS/HGIOELC Quality Indicator:

2.3 Learning, teaching and assessment

#### HGIOURS Theme:

Our learning and teaching

#### Highland Council Priority:

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

#### GME Priority (for GME and Secondary):

Choose an item.

RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Staff: all staff including ELC and liaison with Academy</p> <p>Volunteers: supporting practical activities</p> <p>Time: Staff time, pupil time, WTA collegiate time, in-service time</p> <p>Money: PEF for staffing and resources</p> <p>Research</p> <p>Training</p> <p>CLPL sessions led by education Scotland</p> <p>Second Level Planners (produced by focus group)</p> <p>Partners -Academy</p>	<p>Focus Group to produce second level planners for P6, P7, S1. Early and First Level Focus Groups using concrete materials and practical resources</p> <p>ELC training</p> <p>Ongoing ASG Numeracy sessions and 6 collegiate sessions and 4 inset sessions.</p> <p>Monitoring and Evaluation</p> <p>Develop tracker for P1-3</p> <p>Classroom visits</p> <p>PEF support to groups and individuals</p> <p>Pupil and staff survey</p> <p>Develop ELC resources</p> <p>Numeracy parental engagement session</p>	<p>Sumdog tracking for P4-7</p> <p>ASG baseline for P6 &amp;7</p> <p>Second level planners</p> <p>Collegiate tasks</p> <p>Feedback surveys</p> <p>Learning visits to ELC and P1-7</p>	<p>Pupils aware of progress and next steps</p> <p>Increased confidence in staff teaching numeracy.</p> <p>Increase in use of practical resources and purpose.</p> <p>Staff able to plan coherently, identifying where we are now, where we want to get to and how we are going to do it.</p> <p>Improved attitude about use of concrete materials and practical resources.</p> <p>ELC staff aware of counting principles.</p> <p>ELC developing block play.</p>	<p>Improvement in attainment</p> <p>Staff confidently using a range of teaching approaches</p> <p>Parents aware of approaches used in school</p> <p>Increase confidence in staff</p> <p>Increased confidence in pupils accessing materials and practical resources.</p> <p>Continuity in approaches to teaching of numeracy.</p> <p>Updated school policy.</p> <p>Continuity and Progression from ELC to P1</p>	<p>Continuity in teaching and assessment approaches</p> <p>Families with increased knowledge of numeracy approaches</p> <p>Pupils confidently approaching numeracy and equipped with strategies to develop skills</p> <p>School equipped to support ranges of teaching approaches.</p> <p>Attainment in numeracy will increase.</p> <p>ELC staff awareness of Numeracy curriculum and resources to support.</p>

CONTEXT/CONDITIONS OF YOUR WORK

Some good practice already exists within the school regarding the teaching of Numeracy, however changes need to be made to improve confidence and attainment within Numeracy as well as continuity in approaches. Time needs to be allocated within the school setting, however we also recognise the importance of establishing continuity and progression in liaising with ASG schools. PEF support has been in place for a number of years which is impacting positively on individuals and groups. We are keen to build on this, continuing with PEF PSA and teacher support and allocation of funding to support use of materials. During SIP feedback from parents some parents requested further focus on Numeracy.

Staff keen to develop skills within numeracy and build confidence using concrete materials. Staff had identified areas for improvement in relation to promoting early numeracy across the ELC setting. When Care Inspectorate visited they recognised that our plans to improve the range of numeracy resources on offer would ensure children are sufficiently challenged in their learning.

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### In-Depth Action Plan ASG Numeracy Project

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
1. Gather baseline information via SNSA, assessment mechanisms used within the school for Numeracy and ACEL judgements based on benchmarks.	CT/SLT	June 2022	School tracking	SLT to collate and share results to inform WTA and SIP. CLO to gather and collate
2. Working time agreement discussed with time set aside for Numeracy across school and other schools involved within the ASG.	P.6/7 teaching staff and secondary maths teaching staff	June 2022		Finalised WTA to reflect time set aside for priority
3. Three days set aside to work on and develop a Numeracy Planner for second Level focusing on where gaps are in learning, what we need to focus on and when.	Focus Working Group <ul style="list-style-type: none"> <li>• 4 Attainment DHTs</li> <li>• 2 primary teachers and one secondary teacher who support Numeracy</li> </ul>	10 <sup>th</sup> , 16 <sup>th</sup> and 17 <sup>th</sup> June	Materials shared on Numeracy Google classroom	Through discussion and materials shared on Numeracy Google classroom

	delivery to our NQTs <ul style="list-style-type: none"> <li>• 3 x P.6 teachers (from</li> <li>• 3 x P.7 teachers</li> <li>• 3 x Secondary Maths teachers</li> <li>• Iona Coutts Ed Scot</li> <li>• CLOs</li> </ul>			
4. Survey teachers to gauge a baseline of understanding and confidence – separate surveys for 2 <sup>nd</sup> Level and Early and 1 <sup>st</sup> .	CLO	August 2022	Google survey	Link sent to teachers involved
5. 'Planner' and guidance shared with other schools involved.	CLO	27.06.2022	'Planner'	Email sent to all involved with information.
6. Six online collaborative sessions. The first focus session will be on Building Confidence The further five sessions focus will be set in discussion with the staff involved. These will include professional learning, adapting professional practice and reflection on impact.	P.6,7 and S1 staff Iona Coutts Ed Scot CLO	Twilights 4.00-5.30 Tuesday 30 <sup>th</sup> August 2022 Thursday 27 <sup>th</sup> October 2022 Tuesday 29 <sup>th</sup> November 2022 Thursday 26 <sup>th</sup> January 2023 Tuesday 7 <sup>th</sup> March 2023 Thursday 11 <sup>th</sup> May 2023		The goals for each session will be linked to the second level plans and set in advance of teaching session. Evaluation will take place after each block of learning. Assessments will be built in to planning.
7. A half-day face to face session for transition and discussion around how secondary maths staff can best support pupils in S1	P.7 class teachers and secondary maths teachers	Thursday 8 <sup>th</sup> December 2022 9.30-12.30.	Tracking and assessment information	Meetings take place in an agreed venue within each ASG. Survey pupils and staff October 2023

8. Survey teachers to see if understanding and confidence has improved.	CLO	June 2023	Google survey	Link sent to teachers involved. Feedback gathered and impact noted. Feedback to inform next steps.
9. Gather information via SNSA, assessment mechanisms used within the school for Numeracy and ACEL judgements based on benchmarks. Compare to baseline from June 2022 to measure impact.	CT/SLT	June 2023	Tracking and assessment information	CLO to gather and collate
<b>In-Depth Action Plan</b>				
Block Play Training Sessions for ELC staff	ELC	June 2023	Training Videos	Learning Visits
Explore Counting Principles to develop staff knowledge around observations.	ELC	June 2023	practical materials	Survey to staff
Purchase of resources: concrete materials and practical resources	SMT	December 2022	PEF funding	Learning visits to monitor use of resources
Targeted PEF support to groups and individuals	PEF teacher and PEF PSA	Wednesdays PEF PSA Monday PEF teacher DHT	PEF funding	Tracking
Staff training (PSAs and Teachers) Counting Collections and use of concrete materials – inset and 6 collegiate sessions for teachers	PEF teacher	Throughout session	practical materials	Staff feedback after training sessions
Development of Outdoor Learning – creating a safe space and resources to support Numeracy. Develop Wyvis room.	SMT	inset		planning conversations with staff
Numeracy support for parents – open session for parents to develop numeracy skills and explore approaches used in school.	SMT/ PEF teacher/ Class teachers	by May 2023	practical materials	Parental Feedback
Develop assessment approach for P1-3	DHT/ PEF teacher/ Class teacher	by May 2023		Use of assessment approach in term 4
Use of assessment material in planning and attainment conversations. Inset training allocated to tracking including ELC and developmental over views.	DHT/ PEF teacher/ Class teacher	February 2023	Tracking resources	tracking progress
<b>Evaluation:</b>			<b>Evidence:</b>	
<ul style="list-style-type: none"> <li>To what extent has our confidence and understanding of Numeracy increased?</li> <li>Do we ensure that quality teaching and learning is taking place, built on prior knowledge and that it informs decisions about next steps?</li> </ul>			Baseline Survey June 2022 Collegiate sessions Consultation and Feedback during collaborative sessions PRDs Jamboards/Google Docs surveys	

- Are practitioners able to access effective levels of training and support to build their own capacity to support the diverse needs of children as they grow, learn and develop?
- Have we embedded Tracking and monitoring tools to ensure that they are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after?
- Have we utilised the Planner effectively to ensure all aspects required are covered?
- Have we ensured that our processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching?
- Have we utilised materials to support the teaching of Numeracy, recognising the impact.

Learning Visits ELC to S1  
 Year 1 evaluation  
 Year 2 plan  
 Year 3 plan

### Key

Establishment/Cluster wide  
action

ELC based action

Primary based action

Secondary based action

School specific action (if  
cluster)



# Improvement Project 2: Improving Literacy

**Purpose:**  
*This project has been developed in response to dips in attainment in Literacy across Highland.*

**Priorities**

<p><b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver:</b> Curriculum and assessment</p>	<p><b>HGIOS/HGIOELC Quality Indicator:</b> 2.3 Learning, teaching and assessment</p> <p><b>HGIOURS Theme:</b> Our learning and teaching</p>	<p><b>Highland Council Priority:</b> We will ensure the highest quality of learning and teaching for each and every learner</p>	<p><b>GME Priority (for GME and Secondary):</b> Choose an item.</p>
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<b>RESOURCES</b>	<b>ACTIVITIES</b>	<b>EVIDENCE</b>	<b>SHORT TERM IMPACT</b> <small>(weeks/months)</small>	<b>MEDIUM TERM IMPACT</b> <small>(months/years)</small>	<b>LONG TERM IMPACT</b> <small>(years/decades)</small>
<p>All staff including ELC                      Time – collegiate, inset, class time                      Money – PEF, training                      Materials – Fiction and Non fiction texts                      Research – feedback from surveys                      Technology – Chrome tablet and iPad to support family engagement</p>	<p>PEF support to groups and individuals                      Staff training                      Parent Workshop Inset and Collegiate training staff.                      Engagement with parents face to face and through use of seesaw                      Develop whole school planning approach to spelling.                      Develop teaching approaches                      Develop resources</p>	<p>Plans                      Events                      Learning visits                      Attainment conversations                      Surveys                      Collegiate tasks</p>	<p>Pupils aware of progress and next steps                      Increased confidence in staff teaching writing and spelling.                      Increase in use of practical resources .                      Staff able to plan coherently, identifying where we are now, where we want to get to and how we are going to do it.                      Children engaging in a range of relevant and appropriate fiction and nonfiction texts.                      Staff have a clearer understanding of benchmarks and more confidently assessing.                      ELC staff aware of phonological approaches and able to support in ELC.</p>	<p>Families have increased awareness for how to support literacy at home.                      Continuity in teaching approaches for spelling.                      Increase in attainment</p>	<p>Working towards closing the attainment gap.                      Continuity in teaching approaches.                      Families feel confident and better equipped to support their children.                      Increased interest in reading texts.</p>

## CONTEXT/CONDITIONS OF YOUR WORK





Our focus last session was to develop a whole school approach to spelling, we made good progress training staff and identifying the order of the words. The next step is to finalise the planning format and review the teaching approaches. We have a huge amount of texts to support literacy, some of which are extremely dated or are incomplete sets. Last session we recognised that it would be beneficial to purchase new reading texts to complement our spelling approaches. The parents have indicated that they would like increased pupil involvement. The development of the literacy leadership role would involve the children in this development priority.

<b>In-Depth Action Plan 2</b>				
<b>Implementation Process</b>	<b>By whom</b>	<b>Time scale and Progress</b>	<b>Resources</b>	<b>Monitoring</b>
Develop communication strategies – Makaton training	ASNT – visiting specialist to ELC and PSAs	term 1		WTA – attendance Feedback from staff meetings regarding using of Makaton.
PEF support to individuals and groups	PEF PSA/ Teacher	weekly	PEF to purchase practical resources	PEF tracking – PEF teacher
Active Learning Active Listening Training – all staff	SaLT/ SMT	term 1		Staff attendance at training and discussions about approaches
Parent Workshop – phonics and reading P1	SMT and P1 teachers	term P1 parents		Feedback during workshop
Develop whole school approach to teaching sounds: Complete planning format Review approaches for the teaching of sounds	CT/ SMT	Term 1 Term 2/ 3	Planning format	Survey to parents and pupils
Supporting families with the pronunciation of sounds – videos	CT	weekly		Seesaw
Develop strategies for the teaching of sounds	CT/ SMT	Term 3	PEF – resources to support teaching approaches	Spelling/ Phonics Conversations with pupils Term 4.
Sound Reading System Training	CT	Term 3		Stage partners to liaise to share resources
ELC Phonological Awareness training	SMT	Term 1 inset		Learning visits – observations of practice

Develop writing assessment tool – implementing system which was developed last year. Making comparisons to Scottish Criterion Assessment tool.	SMT/ CT	Term 2 Collegiate	Scottish Criterion and Orange Slice tool	Moderation collegiate
Develop teaching approaches to writing – embedding VCOP and stimulus. Revisit the Big Write and Talk for Writing	SMT/ CT	Term 2 - collegiate		writing tracking, moderation of pupil work and learning visits.
Develop staff pupil engagement and communication within Out of School Care	OOSC staff/ SMT	term 1		review monthly during team meeting
ELC training – child led planning	SMT	term 3 inset		planning conversations – 1 to 1s with staff
Audit current reading resources and re-band. Liaise with local school to review their approach.	PT	term 2		Audit of books
Appoint pupil Literacy Leaders to support spelling and reading improvements.	HT	term 2	Pupil folders	Minutes from meetings
Review current reading texts with pupils and teachers	PT	term 2	Current School texts	Survey feedback Reading conversations with pupils term 3
Revisit Benchmarks for reading – identifying appropriate texts for both fiction and non-fiction.	SMT/ CT	term 3	Benchmarks	WTA
Purchase texts to support the teaching of reading	PT/ CT	term 3	PEF	PEF

**Evaluation:**

How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?  
 How well do we communicate the purpose of learning and give effective explanations for all learners?  
 How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?  
 How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?  
 Are practitioners able to access effective levels of training and support to build their own capacity to support the diverse needs of children as they grow, learn and develop?

**Evidence:**

Jotter sampling – writing  
 WTA  
 Spelling/ Reading conversations  
 Planning/ attainment conversations  
 Minutes from meetings

**Key**

Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)
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# Improvement Project 3: Health and Wellbeing

**Purpose:**  
*This improvement project is in response to the impact of Covid and economic pressures on our families. There has been an increase in pupils and families requiring support with anxiety, behaviour and engagement and widening of the attainment gap.*

**Priorities**

<p><b>NIF Priority:</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver:</b> School and ELC improvement</p>	<p><b>HGIOS/HGIOELC Quality Indicator:</b> 3.2 Raising attainment and achievement/securing children's progress</p> <p><b>HGIOURS Theme:</b> Our health and wellbeing</p>	<p><b>Highland Council Priority:</b> We will maximise health and wellbeing for all children and young people to give them the best possible start in life</p>	<p><b>GME Priority (for GME and Secondary):</b> Choose an item.</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Staff – all staff including ELC                      Volunteers – parents to support sessions and to attend family engagement sessions.                      Time – collegiate, inset, class time                      Money – PEF, training                      Equipment – outdoor learning                      Materials- Health and Well-being plans remembrance garden</p>	<p>PEF support to groups and individuals                      Fyrish Sessions – 3<sup>rd</sup> sector                      Staff training                      Partner working with Lunch Club and school community                      Collegiate and inset training                      Engagement with parents face to face and through use of seesaw                      Stay and Play ELC                      Lego groups                      Develop playground                      Outdoor learning sessions</p>	<p>Plans                      Learning Visits                      Attendance                      Planning and Attainment conversations                      Community involvement                      Increased community involvement in whole school events                      Feedback from surveys</p>	<p><b>Pupils ready to learn</b>                      Children learning strategies to support mental health                      Community links being established                      increased parental engagement                      parents feel better equipped to support learning experiences                      families feel supported – uniform and sharing shed                      awareness of vision and values community wide</p>	<p>Community awareness of school vision, values and aims.                      Children have access to strategies to support Mental Health</p> <p>Development of outdoor learning policy                      Community links being established                      increased parental engagement                      parents feel better equipped to support learning experiences                      families feel supported – uniform and sharing shed - community supporting</p>	<p>Families feel supported with Health and Finance                      Strong community links</p>

## CONTEXT/CONDITIONS OF YOUR WORK

- A survey to parents about last years School improvement Plan identified parents requesting Mental Health to be a focus for session 2022-2023. Last year we trained 3 PSAs and 2 teachers in Lego therapy. 2 Lego groups were established. Miss Dougan was supporting groups and individuals with Mental Health one day a week. This resulted in an increased attendance and increased engagement in our learners. We now have a spare classroom. Last year we set equipped it with outdoor learning resources including clipboards, chalk, tarpaulins. Feedback about Fyrish Gymnastics from pupils, staff and children was positive, with most requesting more sessions. The pupils were keen to be involved in representative groups with House Captains, Pupil Council and Visioneers being established last session. We developed an outdoor



learning policy for ELC last session with children having the opportunity to participate in a range of progressive and creative outdoor learning experiences, which are part of the curriculum.

### In-Depth Action Plan 3

Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
Lego Therapy Groups	PSA/ CTs	weekly from T2		Pupils attending to be monitored
Health and wellbeing support – anxiety, managing emotions, behaviour	CT - PEF	weekly from T2	PEF to release teacher	PEF teacher
Use of seesaw to support parental engagement	CT	Daily	Purchase Seesaw	Seesaw data
PEEP training for ELC staff, leading to PEEP parent workshop/	SMT	Term 1	training session 4 staff	Engagement with families
Trauma training all staff	SMT	Term 1 inset	Videos – training	WTA Pupils and families supported – Solution Focused Meetings/ Child Plan meetings Seemis audit term 3 and 4 Planning and Attainment conversations
Increase outdoor learning opportunities. Embed practice accessing local and school resources. Timetable Wyvis room for outdoor experiences. Develop the Outdoor Learning Policy for ELC to P7.	CT SMT	SMT Inset training CT weekly	PEF to purchase outdoor resources	SMT Monitoring and Tracking Feedback from pupils, staff and parents for Policy.
Develop Loose Parts and play resources – seeking resources from the community. Develop the new additional nursery garden space.	CT/ SMT	Termly	Donations – pipes, pots, ropes, tyres etc	Increase in outdoor opportunities. Attainment and planning conversations.
Fyrish Gymnastics sessions T3	PT	Term 3	PEF	PEF Plan
Bowling P4-7 term 3& 4 – community bowling green	PT	Term 3 & 4		Feedback from children
Class Community Sessions within Wyvis Room	CT	Term 3 and 4	Wyvis Room	Attainment and planning conversations
Lunch Club Friday – sharing work through display and engagement	HLH/ CTs	fortnightly from Sept	Wyvis Room	Liaison with HLH
Set up uniform hub	DHT	Term 2 set up	Parent Volunteer	DHT – monitoring items left and collected
ELC training – completing form 1s	DHT	Term 1		WTA

				Seemis audit term 3 & 4
Review and develop approach to Personal Care Plans ELC, involving children to develop and review their plans.	EYPS and SMT	monthly inset focus T3		staff one to ones, SMT monitoring Personal Care Plans
Develop accessibility of resources for child led opportunities - ELC	EYPS/ SMT	term 2 & 3	purchase storage	evidence of children accessing resources
Set up outdoor library	PT	Term 2/3	Sheds purchased last year	Monitor use during breaks and lunches
Develop experiences for Physical Activity – Shinty training for teaching staff	CT	Term 1 inset	Shinty instructor	WTA, Planning meeting
Introduce family engagement sessions/ stay and play ELC	CT/ SMT	Termly		Increase in family engagement. WTA
Embed Vision and Values and extend to community	DHT/ CT	Termly	Postcards/ Posters	DHT – revisiting at assembly and liaising with community.
Develop playground experiences and resilience. Work with pupil groups to develop experiences and resources within the playground. Senior pupils supporting younger children. Introduce playground pupil monitors.	CT/ SMT/ Parent Council	Term 2/3	PEF/ Parent Council funding	Decrease in incidents/ accidents – PSAs. Survey to pupils HWB displays monitored
Design and develop of Community Memorial Garden – with Morrisons	SMT/ Community	Term 1	Morrisons funding	Planned use annually, community accessing more frequently.
Mindful Monday pupil lunchtime activity	CT	weekly		attendance at session
Increase pupil representative and leadership groups, increasing pupil voice: Pupil Council, Visioneers, House Captains, introduction of literacy leader and playground monitors.	PT DHT HT CT	House Captains, Visioneers and pupil council T1 Junior Librarian T2 Digital Leader T3/4	Purchase of tablets	Feedback from SIP from pupils and parents.
Develop outdoor experiences for Out of School Care children	OOSC/ SMT	term 2/3	purchase equipment	engagement outdoors, verbal feedback
Establish community sharing shed	SMT/ Community	T2-3	Lollipop shed	Use of shed monitored by DHT.

**Evaluation:**

- To what extent has our confidence and understanding of Outdoor learning increased?
- How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?

**Evidence:**

Attendance  
May – HWB displays  
May – Outdoor experiences Learning Visit  
Attendance



<ul style="list-style-type: none"> <li>How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement?</li> <li>How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?</li> </ul>	Attainment Planning and attainment conversation Survey feedback			
<b>Key</b>				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

<b>ELC overview</b>				
<b>Implementation Process</b>	<b>By whom</b>	<b>Time scale and Progress</b>	<b>Resources</b>	<b>Monitoring</b>
<b>Improving Numeracy</b>				
Block Play Training Sessions for ELC staff	ELC	term 2	Training Videos	Learning Visits
Explore Counting Principles to develop staff knowledge around observations.	ELC	Feb 2023	practical materials	one to one conversations with staff and observations through play
ELC training – child led planning. Developing responsive planning approaches.	SMT	term 3 inset		planning conversations – 1 to 1s with staff
Purchase of resources: concrete materials and practical resources	SMT	December 2022	funding for resources	Learning visits to monitor use of resources
<b>Improving Literacy</b>				
Develop communication strategies – Makaton training. Revisit words up.	ASNT – visiting specialist to ELC and PSAs	term 1		WTA – attendance Feedback from staff meetings regarding using of Makaton.
ELC training – child led planning	SMT	term 3 inset		planning conversations – 1 to 1s with staff
Active Learning Active Listening Training – all staff	SaLT/ SMT	term 1		Staff attendance at training and discussions about approaches
PEEP training – developing relationships and communication	4 ELC staff	Term 1 and 2	training costs	Regular PEEP engagement sessions with parents
ELC Phonological Awareness training	SMT	Term 1 inset		Learning visits – observations of practice
Block Play Training Sessions for ELC staff	ELC	June 2023	Training Videos	Learning Visits
<b>Health and Wellbeing</b>				
PEEP training for ELC staff, leading to PEEP parent workshop	SMT	Term 1	training session 4 staff	Engagement with families
Review and develop approach to Personal Care Plans ELC, involving children to develop and review their ownplans.	EYPS and SMT	monthly inset focus T3		staff one to ones, SMT monitoring Personal Care Plans

Develop accessibility of resources for child led opportunities - ELC	EYPS/ SMT	term 2 & 3	purchase storage	evidence of children accessing resources
Use of seesaw to support parental engagement	CT	Daily	Purchase Seesaw	Seesaw data
Trauma training all staff	SMT	Staff meeting term 2	Videos – training	WTA Pupils and families supported – Solution Focused Meetings/ Child Plan meetings Seemis audit term 3 and 4 Planning and Attainment conversations
Develop Loose Parts and play resources – seeking resources from the community. Develop the new additional nursery garden space.	CT/ SMT	Termly	Donations – pipes, pots, ropes, tyres etc	Increase in outdoor opportunities. Attainment and planning conversations.
Fyrish Gymnastics sessions T3	PT	Term 3	PEF	PEF Plan
Set up uniform hub	DHT	Term 2 set up	Parent Volunteer	DHT – monitoring items left and collected
ELC training – completing form 1s	DHT	Term 1		WTA Seemis audit term 3 & 4
Introduce family engagement sessions/ stay and play ELC	CT/ SMT	Termly		Increase in family engagement. WTA
Embed Vision and Values and extend to community	DHT/ CT	Termly	Postcards/ Posters	DHT – revisiting at assembly and liaising with community.
Design and develop of Community Memorial Garden – with Morrisons	SMT/ Community	Term 1	Morrisons funding	Planned use annually, community accessing more frequently.
Develop outdoor experiences for Out of School Care children, including natural objects to encourage creativity and problem-solving skills.	OOSC/ SMT	term 2/3	purchase equipment	engagement outdoors, verbal feedback
Establish community sharing shed	SMT/ Community	T2-3	Lollipop shed	Use of shed monitored by DHT.

**Evaluation:**

- How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?
- How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement?
- To what extent has our confidence and understanding of Numeracy increased?
- How well do we know our children, and their families? How do we use this knowledge to help children progress in their learning?

**Evidence:**

Monitoring folders and plans  
Staff one to one conversations  
Survey feedback  
Learning Visits



- Are practitioners able to access effective levels of training and support to build their own capacity to support the diverse needs of children as they grow, learn and develop?

**Key**

Establishment/Cluster wide action

ELC based action

Primary based action

Secondary based action

School specific action (if cluster)

