

Framework for Centre Improvement Planning 2022/23

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Oakburn Early Years Centre
Head of Centre/Depute Head of Centre	Margaret Harris/Erin Maclean
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale

Our Vision is underpinned by the belief that: Positive relationships should be at the heart of everything we do. Our team will be committed and skilled in order to deliver high quality education and childcare. Supporting children’s wellbeing is essential for them to learn. Child centred play is the core of our work and the best way to support children to achieve their potential. Outdoor play has lasting benefits for children and allows them to engage with nature in an ever changing environment. Children’s voices and views should be listened to, respected and acted upon. Parents play the key role as their child’s first educators, and we recognise the significance of their role in children’s early education and the life of the centre. A sense of community and engaging with the wider locality is important within our centre. In order for us to get it Right for Every Child and family, we must promote equity and equality.

We Value:
 Fun
 Relationships
 Open communication
 Respect
 Inclusion

Our Aims and Objectives are to provide: An ethos of community that promotes respect, care and kindness for all. A skilled staff team that will nurture and support our children and families and build positive relationships with the wider community. An

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environment that is safe, inclusive and secure with rich and stimulating opportunities indoors and outdoors. A curriculum that will provide fun, play based learning that is developmentally appropriate and enables all children to develop independence, confidence and achieve their potential.

Learning, Teaching and Assessment approaches

Pre-Birth to 3 and Realising the Ambition are the documents we use to plan learning opportunities for our under 3s in the early years. We refer to the four principles:

Rights of the Child -All children should be valued and respected at all levels and have the right to have their views heard and acted upon.

Relationships are important, providing the starting point for development, learning and creating trusting relationships with families.

Responsive care means knowing and accepting each child and respecting each child as an individual.

Respect Each child is an individual, a person who has the right to be responded to and treated with genuine respect and dignity at all times.

There are nine features recognised which help practitioners promote these principles, all of which are equally significant and relevant in encouraging children's individuality and development. These are as follows:

- Role of the Practitioners
- Attachments
- Transitions
- Observations, Assessment and Planning
- Partnership Working
- Health and Wellbeing
- Literacy and Numeracy
- Environments
- Play

The Curriculum for Excellence, My World Outdoors and Realising the Ambition are some of the documents we use to plan our learning environment and experiences we provide to develop children in their skills and learning.

We refer to the seven curriculum principles to ensure the quality of the learning and teaching

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- Challenge and Enjoyment- To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- Breadth- All children should have opportunities for a broad, suitably weighted range of experiences.
- Progression- The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
- Depth- There should be opportunities for children to develop their full capacity for different types of thinking and learning
- Personalisation and Choice- The curriculum should respond to individual needs and support particular aptitudes and talents.
- Coherence- Taken as a whole, children’s learning activities should combine to form a coherent experience.
- Relevance- Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Sustainability	Sustainability	Health & Wellbeing for all
Priority 2	LCFE Accreditation	Eco Flag Status	STEM
Priority 3	Parental Involvement	Quality Assurance	Parental Involvement
Priority 4	Quality Assurance		

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Section 2: Improvement Priority 1	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 1	Sustainability
Person(s) Responsible	Head of Centre working in collaboration with staff team.

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people’s health and wellbeing Choose an item. Choose an item.	school improvement Choose an item. Choose an item.	QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion QI 3.3 Developing creativity and skills for life and learning	Improvement in children and young people’s mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Champion roles linked to PDR’s - Family, Literacy, Numeracy, Outdoor, ASN & ECO • Create a plan of what and when to plant • Creation of Eco Committee 	<ul style="list-style-type: none"> • Equipment • Seeds/plants • Soil for raised beds • Recycling Bins – paper/card, clothing

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<ul style="list-style-type: none"> • Engagement in self-evaluation and driving improvement actions • Training provided in-house, EDC or external providers to support practitioner knowledge and understanding. 	
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Sustainability links to curriculum • Self-evaluation • Eco Schools • Increased knowledge and understanding of key documents/guidance-Realising the Ambition, Space to Grow, My World Outdoors, Setting the Table, Health and social Care Standards, The Early Years Framework 	<ul style="list-style-type: none"> • Volunteer opportunities • Sharing knowledge and skills • Consultation/Questionnaires • Sourcing equipment • Curriculum Evening • Stay & Play • Curriculum Walks • Sharing hobbies/skills

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?	
Established area for planting/harvesting.	<ul style="list-style-type: none"> • Leadership roles will be identified through the PDR process. • Identified staff will work collaboratively with Outdoor Champion in developing an area of 	<ul style="list-style-type: none"> • Consultations • Pre and post feedback from key staff • Recipe book created • Floor book to record progress 	<ul style="list-style-type: none"> • Aug – June 23 • Bi - monthly 	

	<p>the garden suitable for poly tunnel and raised planters.</p> <ul style="list-style-type: none"> • Identified staff will place raised beds/planters in varied areas of the garden to maximise growth. • Identified staff will develop a calendar to inform what seeds/plants have to be sown at which times of the year. • Outdoor champion will establish a garden committee of children who display a keen interest in this topic. • Children will harvest fruit/vegetables at appropriate times throughout the year. • Outdoor champion to arrange dates for parental participation. • Outdoor champion to attend Focus Group to discuss fundraising opportunities. 	<ul style="list-style-type: none"> • Calendar for planting to support all staff and children in contributing and learning of seed to table practices • Record of attendance from parents/family members in activities • Minute meetings from Focus Group • Questionnaires • Glow forms • Blogs 		
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	<ul style="list-style-type: none"> • Staff to support children in developing recipes from what they have harvested. 			
<p>Eco committee of adults and children established</p>	<ul style="list-style-type: none"> • Leadership roles will be identified through the PDR process. • Lead member will establish an Eco committee of children who will support implementation of practices • Lead member will develop a handbook for staff on practices that are to be implemented and shared with children. • Lead member to arrange dates for parental participation. • Lead member will research resources and detail any costs. • Eco committee to develop an Eco song and flyers to be distributed to all accessing the service. 	<ul style="list-style-type: none"> • Consultations • Floor book and evidence folder to record progress • Hand book to support staff and children become involved in Eco practices. • Feedback from staff/children • Record attendance of parents/family members in Eco activities (quantitative) • Pre and post feedback/questionnaire on awareness of sustainability practices • Impact on children’s learning – questionnaire/glow form, LJ’s • Feedback – questionnaire/glow 	<ul style="list-style-type: none"> • Aug – June 23 • Bi - monthly 	

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	<ul style="list-style-type: none"> Eco committee to organise events throughout the calendar year and distribute to staff, sharing information on monthly newsletter. Lead member to develop folder of evidence to move forward in gaining our Eco flag. 	form from parents/families		
Effective practices in place for self-evaluation and improvement	<ul style="list-style-type: none"> Questionnaires for children/parents to evaluate learning and participation. Blogs. Glow forms for staff Cheeky challenges 	<ul style="list-style-type: none"> Consultations Questionnaires/Glow forms Record of attendance (quantitative) Blogs 	<ul style="list-style-type: none"> August October November January 23' March 23' June 23' 	
Increased practitioner knowledge supports sustainability practices	<ul style="list-style-type: none"> VNS attendance by identified staff Staff questionnaires on current knowledge VNS information cascaded to staff team Increased awareness of key documents and guidance 	<ul style="list-style-type: none"> Record of attendance by staff throughout 12 sessions (quantitative) Pre and post feedback from identified participants Self-evaluation task Questionnaires/Glow form Audits/observations 	<ul style="list-style-type: none"> August September November February 23' March 23' 	

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	<ul style="list-style-type: none"> Sustainability is embedded in practitioner practice. 			
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Section 2: Improvement Priority 2	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 2	LCFE
Person(s) Responsible	Head of Centre Collaboration with full staff team and QIO

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
<p style="color: red;">Delete / copy as required</p> <p>Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people’s health and wellbeing Choose an item.</p>	<p style="color: red;">Delete / copy as required</p> <p>school improvement teacher professionalism curriculum and assessment</p> <p>Choose an item.</p>	<p style="color: red;">Delete / copy as required</p> <p>QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.3 Learning, Teaching & Assessment</p>	<p style="color: red;">Delete / copy as required</p> <p>Improvement in attainment in literacy Improvement in children and young people’s mental health and wellbeing Choose an item.</p>

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Champion roles linked to PDR’s - Family, Literacy, Numeracy, Outdoor, ASN & ECO Training provided in-house or by EDC. 	<ul style="list-style-type: none"> Time for allocated tasks Books Bags

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<ul style="list-style-type: none"> • Monitoring and auditing practices • Creation of portfolio of evidence • Development of Action Plan • Implement Big Bedtime Read • Makaton Leadership Role 	<ul style="list-style-type: none"> • Teddy Bears
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Peer mentoring and observations • Self-evaluation • Literacy Champion Training • Increased knowledge and understanding of key documents/guidance • Increased knowledge of Makaton signs 	<ul style="list-style-type: none"> • Questionnaires • Home links • Curriculum Evening • Sharing of Makaton signs

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?	
Increased practitioner knowledge supports implementation of LCFE practices	<ul style="list-style-type: none"> • Leadership roles will be identified through the PDR process • Information sharing session to increase knowledge 	<ul style="list-style-type: none"> • Consultation • Questionnaires • Staff feedback 	<ul style="list-style-type: none"> • August 	

	<ul style="list-style-type: none"> • All staff to participate in task to evaluate LCFE key indicators using Self-evaluation toolkit (LCFE Supporting Glasgow’s Learners: Policy into Practice document) • All staff to complete Implementation Questionnaire toolkit (LCFE Supporting Glasgow’s Learners: Policy into Practice document) 			
<p>Effective monitoring and auditing practices assists accreditation</p>	<ul style="list-style-type: none"> • Lead members to audit areas regularly. • SMT to perform mentoring observations to support practitioners in adult/child interactions • Lead members to develop a folder of resources (photographs/words) accessible to all staff 	<ul style="list-style-type: none"> • Audits and monitoring – evaluation of progress • Mentoring feedback – progress on individual staff • Folder available for staff to maintain aspects of key indicators in their area 	<ul style="list-style-type: none"> • August • September • November • January 23’ • March 23’ • April 23’ 	

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<p>Portfolio of evidence informs journey to accreditation</p>	<ul style="list-style-type: none"> • Lead members to work collaboratively to provide evidence of all indicators and record journey 	<ul style="list-style-type: none"> • Feedback • Photographs • Observations 	<ul style="list-style-type: none"> • Ongoing • June 	
<p>Informed action plan supports journey to accreditation (3 year course).</p>	<ul style="list-style-type: none"> • Staff team to work collaboratively to develop action plan • Lead members to discuss any resources required and provide cost to SMT for approval (if any) • Lead members and SMT to evaluate progress of action plan • All staff to evaluate impact on learners. 	<ul style="list-style-type: none"> • Self-evaluation task • Impact on learners – questionnaires/glow forms • Staff feedback • SMT feedback to staff team • 	<ul style="list-style-type: none"> • August • November • May 23' 	
<p>Big Bedtime Read established and implemented</p>	<ul style="list-style-type: none"> • Lead members to research resources and provide cost to SMT for approval • Offer pre-school opportunity to participate and launch initiative 	<ul style="list-style-type: none"> • Record initial and ongoing participation (quantitative). • Questionnaires/glow forms for children/parents • Feedback 	<ul style="list-style-type: none"> • September • October • November • February 23' • May 23' 	

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	<ul style="list-style-type: none"> Evaluate uptake, progress and impact on learners 			
<p>Increased awareness and use of Makaton</p>	<ul style="list-style-type: none"> Makaton leader will devise a folder of all signs previously shared. Fortnightly signs to be shared with staff/children. Signs to be visible in all areas of the Centre. Short videos of the actions of the signs to be shared with staff/children. 	<ul style="list-style-type: none"> Folder of common signs. Emails Effective communication between Makaton leader and staff team. SMT monitor impact on learners. 	<ul style="list-style-type: none"> October - Ongoing 	
<p>Positive impact of LCFE journey on learners.</p>	<ul style="list-style-type: none"> Leadership roles will be identified through the PDR process. SMT and identified staff to evaluate progress bi-monthly. Test for Change on identified children to monitor impact. 	<ul style="list-style-type: none"> PDR interim and final meetings in accordance with process. Evaluation & staff, questionnaires. Pre and post information from children, parents and staff. 	<ul style="list-style-type: none"> August 22' Beginning October 22 then every 2 months. October 22' & April 23' 	

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Section 2: Improvement Priority 3	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 3	Parental Involvement
Person(s) Responsible	Head of Centre Collaboration with full staff team and parents

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Choose an item.	parent / carer involvement and engagement Choose an item. Choose an item.	QI 2.5 Family Learning QI 2.7 Partnerships QI 3.1 Ensuring wellbeing, equality & inclusion	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Champion roles linked to PDR's – Family, Literacy, Numeracy, Outdoor, ASN & ECO • Calendar of events – Curriculum Evenings etc 	<ul style="list-style-type: none"> • Time for meetings • Parent members for Focus Group • Parent volunteers

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<ul style="list-style-type: none"> • Parent Focus Group • Families Connect Programme • Training provided in-house 	<ul style="list-style-type: none"> • Home link packs
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Families Connect Training • Triple P Training • Lead role in Parent Focus Group • Increased knowledge and understanding of key documents/guidance-Realising the Ambition, A quality framework for daycare of children, childminding and school-aged childcare, 	<ul style="list-style-type: none"> • Curriculum/Parent meetings • Stay & Play • Volunteering opportunities • Participation in Focus Group • Participation in Families Connect Programme • Home links • SMT drop in sessions • Keyworker drop in sessions • Questionnaires/Consultation/Care plans

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?	
Maintaining early parental involvement	<ul style="list-style-type: none"> • Emails • Telephone calls • New parent/family drop in meeting • Settling visits & calls 	<ul style="list-style-type: none"> • Questionnaires • Consultations • Observations • Daily communications 	<ul style="list-style-type: none"> • Termly 	

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	<ul style="list-style-type: none"> • Centre Handbook • Careplans • Newsletters • Blogs • Stay & Play • Trips/Visits • Volunteering opportunities 	<ul style="list-style-type: none"> • Quantitative data of parents accessing stay and play/volunteering 		
<p>Effective pathways of communication have been established</p>	<ul style="list-style-type: none"> • Telephone calls • Newsletters • Emails • Learning Journals • Websites • Glow forms • Notice boards • Settle Calls • Focus child calls • Drop-in meetings • Parent Focus Group • Social Media 	<ul style="list-style-type: none"> • Parental contributions on Learning Journals (quantitative) • Visitors to website • Parental Feedback • Daily Dialogue • Glow form results (quantitative) • Focus Group feedback 	<ul style="list-style-type: none"> • Ongoing 	
<p>Raised profile of the Centre within the community and positive links created</p>	<ul style="list-style-type: none"> • Community walks • Links with small businesses/franchise • Establish links with local care home – arrange visits • Links with Bearsden in Bloom 	<ul style="list-style-type: none"> • Positive relationships with local community – feedback • Feedback from care home residents/staff – questionnaires • Photographs/feedback from members 	<ul style="list-style-type: none"> • Ongoing • August • September • November • May 23' 	

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	<ul style="list-style-type: none"> • Mugdock Country Park • Links with feeder Primary Schools 			
Established Parent Focus Group	<ul style="list-style-type: none"> • Regular attendance by individual parents • Diary of meetings • Fundraising ideas/events • Linking with curricular planning/events • Yearly events – Graduation/Sports day 	<ul style="list-style-type: none"> • Record of attendance (quantitative) • Minutes of meetings • Parental volunteers • Successful fundraising • Questionnaire/Glow forms feedback 	<ul style="list-style-type: none"> • Ongoing • August • September • October • November • March 23' • May 23' 	
Implementation of Families Connect Programme	<ul style="list-style-type: none"> • Leadership roles will be identified through the PDR process • In-house awareness training for Family Champion. • Links with Save the Children established • Resources to implement programme • Dates for two 8 week programmes 	<ul style="list-style-type: none"> • Staff increased awareness and confidence to support implementation • Secure links with named person at STC • Resource packs purchased and available for families • Parents feel informed of programme and dates available – Glow forms 	<ul style="list-style-type: none"> • August – June 23 	

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	<ul style="list-style-type: none"> Promoting programme to parents Completion of first programme 	<ul style="list-style-type: none"> Successful completion – parent and child questionnaires. 		
Effective practices in place to support parents and families	<ul style="list-style-type: none"> Family Champion drop-in sessions Hints and tips online/website Monthly blogs Home links Cheeky Challenges 	<ul style="list-style-type: none"> Record attendance (quantitative) Numbers accessing hints and tips (quantitative) Parental feedback 	<ul style="list-style-type: none"> Ongoing 	

Section 2: Improvement Priority 4	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 1	Quality Assurance
Person(s) Responsible	Head of Centre working in collaboration with SMT and staff team.

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
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Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	school improvement teacher professionalism Choose an item.	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 1.4 Leadership and Management of practitioners	Improvement in children and young people’s mental health and wellbeing Improvement in attainment in numeracy Improvement in attainment in literacy

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Champion roles linked to PDR’s – Family, Literacy, Numeracy, Outdoor, ASN & ECO • Quality Assurance Calendars • Parental Involvement • Monitoring and Auditing Processes • Leading Team Building Activities 	<ul style="list-style-type: none"> • Time for Allocated tasks • Team Building Resources

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • Working as a team • Self-evaluation • Increased knowledge in Quality Assurance Process 	<ul style="list-style-type: none"> • Questionnaires • Stay & Play • Curriculum Evenings

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<ul style="list-style-type: none"> Increased knowledge in personal continuous professional development. 	<ul style="list-style-type: none"> Focus Group Hybrid Meetings Outings Workshops
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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?	
Review of VVA and embed in the service	<ul style="list-style-type: none"> Feedback to stakeholder on VVA review Revisit VVA with staff at inset day 	<ul style="list-style-type: none"> Questionnaire feedback Actions Inset day plan Observations 	<ul style="list-style-type: none"> August 22' February 23' 	
Quality assurance calendars	<ul style="list-style-type: none"> Long term planning date for session 22-23 Review calendars and impact monthly Develop 3 year self-evaluation calendar 	<ul style="list-style-type: none"> Meeting notes Plans Evidence folder CIP Self-evaluation folder 	<ul style="list-style-type: none"> August 22'- June 23' <p>Monthly</p>	
Monitoring of the quality of the service	<ul style="list-style-type: none"> Implement monitoring calendar Follow annual planner 	<ul style="list-style-type: none"> Quality assurance processes Routines on the floor Meeting minutes Audits 	<ul style="list-style-type: none"> August 22- June 23' <p>Monthly</p>	

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	<ul style="list-style-type: none"> Attend collegiate calendar meetings Quality assurance audits will monitor the quality of LTA and interactions Evaluate CIP progress 	<ul style="list-style-type: none"> Curriculum and tracking paperwork SFL paperwork CIP Champion roles 		
Development of SLT R&R	<ul style="list-style-type: none"> SLT meetings to take place fortnightly PDRs to develop R&Rs termly. Access SLT CLPL 	<ul style="list-style-type: none"> Collegiate calendar Meeting minutes and actions PDRs Mentoring 	<ul style="list-style-type: none"> September February 23' June 23' 	
Staff wellbeing	<ul style="list-style-type: none"> Arrange termly check in's with staff Monitor box of worries SLT attend staff meetings 	<ul style="list-style-type: none"> Feedback Questionnaires HR paperwork Wellbeing services Meeting minutes 	<ul style="list-style-type: none"> Ongoing August 22' - June 22' 	
Staff development	<ul style="list-style-type: none"> Link CLPL to staff goals/ needs Arrange and communicate PDRs with staff Develop champion roles Arrange Team building activities 	<ul style="list-style-type: none"> CLPL calendar PDR timetables PDRs Champion roles Meeting minutes Social calendar Inset days Questionnaires 	<ul style="list-style-type: none"> September February 23' June 23' 	

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	<ul style="list-style-type: none"> Gather staff views and act upon them 			
<p>Monitoring further involvement of families in the life of the centre</p>	<ul style="list-style-type: none"> New start information session Aug- Dec/ Jan- July Curriculum evening delivered Parent workshops Stay and Plays termly Outings with children and parents planned Parent 'career' talks to children planned Parent focus group developed Parent Focus Group to meet Monthly Resource consultation Hybrid Parent Meetings 	<ul style="list-style-type: none"> Newsletters Parent feedback 2 stars and a wish Meeting minutes Annual calendar Photographs Floor books Questionnaires Children's voice Voting Blog 	<ul style="list-style-type: none"> Ongoing August 22 & Jan 23 October 22 <p>August 22' - June 23'</p>	