

Framework for Centre Improvement Planning 2023/24

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
<p>Our Vision is underpinned by the belief that: Positive relationships are at the heart of everything we do. Our team are 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 will be listened to, their rights 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 involving them and their family in 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.</p> <p>We Value: Fun Relationships Open Communication Respect Wellbeing Inclusion for All Children's Rights</p>

Framework for Centre Improvement Planning 2023/24

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 continue to build positive relationships with the wider community. An 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

Framework for Centre Improvement Planning 2023/24

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

- 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	2023/24	2024/25	2025/26
Priority 1	Tracking	Health & Wellbeing for all	Learning for Sustainability
Priority 2	Sustainability	STEM	Assessment of Learners Progress
Priority 3	LCFE	LCFE	SECI
Priority 4	UNCRC	Parental Involvement	

Framework for Centre Improvement Planning 2023/24

Section 2: Improvement Priority 1	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 1	Tracking
Person(s) Responsible	Head of Centre working in collaboration with Early Years Teacher, SMT and 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
Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. Choose an item.	curriculum and assessment school improvement performance information	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.4 Personalised Support QI 3.1 Ensuring children's progress	Closing the attainment gap between the most and least disadvantaged Improvement in attainment in literacy Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> Champion roles linked to PDR's - Family, Literacy, Numeracy, Outdoor, ASN & ECO Engagement in self-evaluation and driving improvement actions Training provided in-house, EDC or external providers to support practitioner knowledge and understanding. 	<ul style="list-style-type: none"> Numeracy bags Time for training/identified tasks Resources for support & challenge Home link packs

Framework for Centre Improvement Planning 2023/24

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Increased practitioner knowledge of tracking individual children's progress. Increased skills in observation and assessment. Accurately recording progress. Increased knowledge and understanding of key documents/guidance-Curriculum for Excellence, Realising the Ambition, Health and Social Care Standards, The Early Years Framework. 	<ul style="list-style-type: none"> Achievements from home. WOW moments. Curriculum Evening. Stay & Play. Home links. Meeting to review learning and progress.

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?	
Learning Journals linked to CfE Benchmarks	<ul style="list-style-type: none"> Early Years Teacher to work in collaboration with EYT colleague and QIO to develop system linked to Learning Journals. EYT cascades information to staff team. 	<ul style="list-style-type: none"> Questionnaires. Staff feedback. Observation and assessment. 	August 23'	October 23' EYT has adapted the learning journals to support staff in identifying next steps for children, gaps in learning and to provide more robust tracking information on the individual child. This is

Framework for Centre Improvement Planning 2023/24

				currently being piloted with 4 members of staff and their keyworker groups and will be evaluated regularly.
Increased practitioner knowledge supports implementation of tracking system	<ul style="list-style-type: none"> • In-house training delivered by EYT on in-set day. • Identified members of staff to pilot updated tracking system. • New system implemented and used by all staff. • All staff confident in using updated system for all children. 	<ul style="list-style-type: none"> • Monitoring and auditing by SMT. • Progress of children. • Feedback from staff. • Qualitative information. • Questionnaires-glow forms. 	August 23' Training September 23' Pilot April 24' Updated tracking for all children.	August 23' Information sharing session delivered to staff by EYT on in-set day. October 23' Pilot with 4 members of staff begins with their keyworker groups using the new recording system – Emma Smith, SEYW, Jocelyn Andrew, SEYW, Kirsty Coyle, EYW, Rachel Paul, EYW.
Observations and assessment linked to CfE Benchmarks	<ul style="list-style-type: none"> • Pilot trialled by EYT and identified staff. • Staff familiarising themselves with new tracking system. • Self-evaluation task to monitor staff progress. 	<ul style="list-style-type: none"> • Monitoring and auditing by SMT. • Feedback from EYT and staff. • Questionnaires-glow forms. • Quantitative information. 	September 23' Pilot and familiarisation. February 24' Self-evaluation task.	October 23' Pilot has commenced. Positive feedback from staff thus far.

Framework for Centre Improvement Planning 2023/24

Effective monitoring and auditing of tracking children	<ul style="list-style-type: none"> • Bi-monthly monitoring and audits of pilot undertaken by SMT. • Children identified as requiring support or challenge placed in focus groups with NT. • Gaps in learning identified and addressed during planning meetings. • Drop-in sessions offered to staff to provide further support. 	<ul style="list-style-type: none"> • Monitoring and auditing by SMT. • Feedback from staff. • Quality of observations and assessment. • Accuracy of progress linked to benchmarks. 	<ul style="list-style-type: none"> • Continuous 	<p>First audits of LJ's completed October 23'</p> <p>Children have been identified by EYT and support and challenge groups have commenced. Meeting arranged to discuss progress in December 23'</p>
Robust tracking systems in place to accurately record individual child's progress.	<ul style="list-style-type: none"> • All staff confident in using updated tracking system. • Tracking effectively and accurately records individual child's progress. 	<ul style="list-style-type: none"> • Staff feedback. • Questionnaire-glow form. • Quantitative information. • Children's progress. 	April 24'	November 23' Issue with data collection identified. EYT will contact administrators and find solution.
Positive impact on children's learning and development.	<ul style="list-style-type: none"> • Accurate recording of progress supports early intervention. • All staff have comprehensive understanding of 	<ul style="list-style-type: none"> • PDSA • Quantitative information. • Staff feedback. • Questionnaire-glow form. 	April 24'	

Framework for Centre Improvement Planning 2023/24

	<p>child development and CfE benchmarks.</p> <ul style="list-style-type: none"> Progress can be measured to provide valuable data. 			
--	---	--	--	--

Section 2: Improvement Priority 2	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 2	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
-------------------------------------	------------------------------

Framework for Centre Improvement Planning 2023/24

<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 in the greenhouse • Update members of Eco Committee/Garden Committee. • Engagement in self-evaluation and driving improvement actions. • Training provided in-house, EDC or external providers to support practitioner knowledge and understanding. 	<ul style="list-style-type: none"> • Equipment. • Greenhouse. • Shelves/Storage. • Seeds/plants. • Addition of two raised beds. • Soil for raised beds. • Recycling Bins – paper/card, clothing.
--	---

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?	

Framework for Centre Improvement Planning 2023/24

<p>Greenhouse assembled and planting established.</p>	<ul style="list-style-type: none"> • Leadership roles will be identified through the PDR process. • Identified staff will work collaboratively with Outdoor Champion in identifying an area best suited for a greenhouse to be assembled. • Identified staff and children to create shelving and begin planting seeds/plants suitable for that time of year. • Identified staff and children will research and create a planner of which seeds to sow at particular times to ensure a healthy harvest throughout the year. • Outdoor Champion will request children to join the garden committee. 	<ul style="list-style-type: none"> • Consultations • Feedback from key staff. • Floor book to record progress. • Calendar for planting to ensure seeds are sown at appropriate times. • Record of attendance of visitors. • Blogs. 	<p>August 23' Leadership roles, area for greenhouse, garden committee members updated. September 23' seed/plants established. October 23' planner created. Continuous 23' harvesting fruit/vegetables.</p>	<p>Summer/Autumn 23' Children have harvested potatoes, strawberry's and herbs from allotment. September 23' Area for greenhouse has been identified and resources acquired to construct a base. October 23' Seeds and bulbs planted with the children to bloom in the Spring.</p>
--	--	--	--	---

Framework for Centre Improvement Planning 2023/24

	<ul style="list-style-type: none"> Children will harvest fruit and vegetables at appropriate times of the year and maintain their knowledge around seed to table practices. Food for Thought application will be submitted when available. 			
Eco committee	<ul style="list-style-type: none"> Leadership roles will be identified through the PDR process. Lead member will update members of eco committee. Lead member to arrange dates for parental participation. Lead member to inform SMT of further resources and detail any costs. Eco committee to organise events throughout the calendar year and 	<ul style="list-style-type: none"> Consultations. Floor book and evidence folder to continue to gather evidence. Feedback from staff/children. Questionnaires-glow form. 	August 23' Members of committee. September 23' Parental participation dates. Resources (if required). Continuous Events planning. Updated information. May 24' Eco flag.	

Framework for Centre Improvement Planning 2023/24

	<p>distribute to staff and families e.g., uniform swap/recycling, clothes recycling bin.</p> <ul style="list-style-type: none"> Updated information shared on newsletters and Centre blogs. Achieve first Eco flag. 			
--	---	--	--	--

Section 2: Improvement Priority 3	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 3	LCFE
Person(s) Responsible	Head of Centre Collaboration with full 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 attainment, particularly in literacy and numeracy.	<p>school improvement teacher professionalism curriculum and assessment</p> <p>Choose an item.</p>	<p>QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 3.1 Ensuring wellbeing, equality & inclusion</p>	<p>Improvement in attainment in literacy Improvement in children and young people's mental health and wellbeing</p>

Framework for Centre Improvement Planning 2023/24

Improvement in children and young people's health and wellbeing Choose an item.		QI 2.3 Learning, Teaching & Assessment	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 • Training provided in-house or by EDC. • Monitoring and auditing practices • Continue contributing to portfolio of evidence • Development of Action Plan • Implement Big Bedtime Read • Makaton Leadership Role 	<ul style="list-style-type: none"> • Time for allocated tasks • Books • Teddy Bears

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
--------------------------	---------------------	----------	--------------	----------

Framework for Centre Improvement Planning 2023/24

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?	
Practitioners continue to develop knowledge that supports implementation of LCFE practices, focussing on Key Indicators 2 & 3	<ul style="list-style-type: none"> • Leadership roles will be identified through the PDR process • Lead member and supporting practitioner(s) to continue to collaborate with working group to support accreditation. • All staff to participate in further training around key indicators, 2 & 3. • All staff to participate in task to evaluate key indicators to identify strengths and areas still to be addressed. • Self-evaluation to identify opportunities for further training. • All staff to maintain labelling in areas. 	<ul style="list-style-type: none"> • Consultation. • Questionnaires. • Staff feedback. • Quantitative. • QA processes- learning walks evidence. • LCFE mentoring recording. 	August 23' Leadership roles. Training. Continuous Labelling.	August 23' Lead practitioner identified to continue work to gain LCFE accreditation. October 23' Lead practitioner delivered training on key indicators 2 & 3 to all staff. November 23' Supporting practitioner attended working group and shared information with Lead of tasks to be focussed on.

Framework for Centre Improvement Planning 2023/24

	<ul style="list-style-type: none"> Improvements can be clearly seen in practitioners' interactions with children through learning walks and LCFE mentoring. 			
Effective monitoring and auditing practices assists accreditation	<ul style="list-style-type: none"> Lead members to audit areas regularly. Lead members to engage in PDSA cycles for continuous improvements. SMT to perform mentoring observations to support practitioners in adult/child interactions. Lead members to continue to add/replenish 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. 	Continuous Audits & monitoring. Folder of evidence.	
Portfolio of evidence and action plan	<ul style="list-style-type: none"> Lead members and SMT to evaluate 	<ul style="list-style-type: none"> Feedback Photographs Observations 	Termly Action plan audit. May 24'	

Framework for Centre Improvement Planning 2023/24

informs journey to accreditation	<p>progress of action plan.</p> <ul style="list-style-type: none"> 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 	Impact	
Big Bedtime Read established and implemented	<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. Evaluate uptake, progress and impact on learners. 	<ul style="list-style-type: none"> Record initial and ongoing participation (quantitative). Questionnaires/glow forms for children/parents Feedback 	<p>September 23' Resources, costs and purchased.</p> <p>October 23' Initiative launched.</p> <p>January 24' Initial evaluation.</p> <p>May 24' Impact evaluation.</p>	<p>October 23' Resources ordered (bags, books, teddies) with books arriving promptly.</p>
Increased use of Makaton by staff and children	<ul style="list-style-type: none"> Makaton leader will continue to add to the folder of all signs previously shared. Fortnightly signs to be shared with staff/children. Signs to be visible in all areas of the Centre. 	<ul style="list-style-type: none"> Folder of common signs. Emails Effective communication between Makaton leader and staff team. SMT monitor impact on learners. 	Continuous Sharing signs. Impact.	

Framework for Centre Improvement Planning 2023/24

	<ul style="list-style-type: none"> Short videos of the actions of the signs to be shared with staff/children. 			
Positive impact of LCFE journey on learners.	<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. 	August 23' Leadership roles November 23' Evaluation October 23/April 24' Pre/post information	

Section 2: Improvement Priority 4	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 4	UNCRC
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

Framework for Centre Improvement Planning 2023/24

Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	school improvement 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 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. Training provided in-house, EDC or outside agencies. Monitoring and auditing practices. Collaboration with UNCRC RRS representatives. Creation of portfolio of evidence of journey. 	<ul style="list-style-type: none"> Time for implementation/meetings. Home link packs. Resources.

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Self-evaluation. Increased knowledge and understanding of key documents/guidance-UNCRC, Realising the Ambition, A Quality Framework for Daycare of Children, Childminding and School-aged childcare, 	<ul style="list-style-type: none"> Curriculum/Parent meetings/Focus Group Stay & Play Home links Questionnaires/Consultation Volunteering opportunities.

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
--------------------------	---------------------	----------	--------------	----------

Framework for Centre Improvement Planning 2023/24

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 support UNCRC practices	<ul style="list-style-type: none"> Information session for staff to provide updated alterations made to planning sheets and learning journals. Self-evaluation task Questionnaires distributed to children and families. 	<ul style="list-style-type: none"> Self-evaluation (quantitative) Staff feedback Questionnaires- children, parents 	August 23' Information and self-evaluation. October 23' Questionnaires.	
Collaborative working with RRS representatives.	<ul style="list-style-type: none"> Professional discussion between staff and RSS on appropriate resources and literature for under 5's. Develop home link packs to raise awareness of Children's Rights. Increase resources available to children to develop understanding. 	<ul style="list-style-type: none"> Staff feedback. Questionnaires. Home link packs- quantitative and feedback. RSS feedback, recommendations. 	August 23'	

	<ul style="list-style-type: none"> • Resources and any cost to SMT for approval. • Add greater number of rights into the Centre planning to expand staff awareness and knowledge. • All rights to be added to Learning Journals to link to learning and development and ensure triangulation of assessment. 			
Rights committee of children, staff and parents established	<ul style="list-style-type: none"> • Leadership roles will be identified through the PDR process. • Lead member will establish a ‘Rights’ committee of children who will support implementation of practices. • Rights committee to develop a ‘Rights’ song and policy relevant to the 	<ul style="list-style-type: none"> • Consultations. • Calendar of events. • Record of attendance from parents/family members in activities. • Minute meetings from Focus Group. • Questionnaires- glow forms. • Blogs. • Social Media 	August 23’ Continuous	

	<p>Centre and distributed to all.</p> <ul style="list-style-type: none">• 'Rights' home link bag with book established and sent home to children and families.• Creation of games linking to 'Rights'.• Rights awareness week.• Rights committee to organise events throughout the calendar year and distribute to staff and families.• Communicate progress via blogs, website, social media.	<ul style="list-style-type: none">• Home links-quantitative and feedback.		
--	--	---	--	--

Effective practices embedded to increase children's awareness of their rights.	<ul style="list-style-type: none">• Effective monitoring and auditing practices in place.• Portfolio/floorbook developed to record evidence of journey.• Children's rights embedded in all experiences/activities on offer and the Centre environment.• Children are aware of their rights and can talk about these to others.• Continuous provision of resources/literature available.	<ul style="list-style-type: none">• Portfolio/Floor book to record progress.• Staff feedback.• Quantitative information.• Questionnaires.		
---	---	--	--	--