

## ELC Improvement Plan 2022—2023

### Priority —to raise attainment in literacy and numeracy.

This will include:

- ⇒ All ELC staff to participate in training and implement a Talk 4 Writing approach across the setting to ensure consistency in approach across Early Level.
- ⇒ ELC staff to be trained in small group literacy and Numeracy interventions such as Neli, Numicon, SEAL and Talk Time. Staff members to lead targeted literacy/numeracy intervention groups.
- ⇒ Develop a tracking and monitoring system to identify and support ELC learners that have barriers to learning and the progress made within Early Level.
- ⇒ Develop a consistent approach and shared understanding towards planning for learning experiences for learners within the ELC setting.
- ⇒ Develop a collaborative and shared approach to planning across Early Level.

### Priority —To improve Equity, Inclusion and Nurture

This will include:

- ⇒ Develop the ELC outdoor area to provide a nurturing, inclusive high quality learning environment.
- ⇒ Enhance the opportunities for community involvement and real life applications of learning.
- ⇒ Consult with wider stakeholders, such as staff, pupils and parent/carers to implement policy changes to promote a positive behaviour approach within the ELC.
- ⇒ Staff members will cascade and lead developments in Froebelian principles, following appropriate training.
- ⇒ The approach to Learner Wellbeing folders will be reviewed and a robust quality assurance calendar will be developed in line with updated guidance.

### Priority – Enhancing Learning, Teaching and Assessment using Digital Technologies

This will include:

- ⇒ To support staff in their professional learning, sharing innovative and transformational practice.
- ⇒ Digital tools will be used to enhance learning opportunities.
- ⇒ To develop learners' problem solving and computational thinking skills.
- ⇒ Development of ELC systems to utilise Google workspace, developing a more collaborative approach to planning, assessment and moderation.

#### Communication:

School office: 0131 271 4610 or [kingspark\\_ps@midlothian.gov.uk](mailto:kingspark_ps@midlothian.gov.uk)

School App: Download Scot Ed and select King's Park.

Follow us on Twitter: @KingsParkPS

School website: <http://kingspark.mgfl.net/>



## Standards and Quality 2021—2022 and ELC Improvement Plan 2022 – 2023

### Summary for Parents



## King's Park Primary School

#### Vision Values and Aims

##### Vision

#### King's Park C.A.R.E.S

We strive to create an environment where all our learners experience and demonstrate...

Creativity

Aspiration

Resilience

Empathy

Success

##### Values

Our Vision at King's Park Primary School is underpinned by our core set of shared values:

Effort Happiness Inclusiveness Kindness Respect

## Raising Attainment in Literacy and Numeracy 21-22

### What we did?

- ⇒ Learners benefitted from enriched learning experiences as a result of increased learner ownership over Literacy and Numeracy activities.
- ⇒ Groups of staff and learners met monthly to ensure that the ELC environment is Numeracy and Literacy rich in all areas.
- ⇒ Staff are using concrete materials more frequently with learners and are becoming more confident to use these materials to teach numeracy.
- ⇒ Individual progression pathways are being used to identify clear successes and next steps for learning for every learner in the ELC.
- ⇒ Responsive planning has been developed to capture child-led learning and exploration.
- ⇒ All ELC staff participated in training to help remove barriers to learning and give strategies for learners with additional support needs.

### What was the impact?

- ⇒ All learners have clearly identified learning priorities in Literacy, Numeracy and Health & Wellbeing curricular areas. These are referred to in learning journals and clearly evidenced and each learner has a pathway progression for Numeracy, Literacy and Health and Wellbeing.
- ⇒ Almost all staff are beginning to use concrete materials more frequently with learners and are now more confident to use these materials to teach numeracy.
- ⇒ All staff are now using Up, Up and Away plans and strategies and these have been referred to and utilised in child planning meetings.
- ⇒ Evidence from the monthly self evaluation meetings has led to positive improvements to numeracy and literacy areas experiences.

### We are going to...

- ⇒ To develop staff knowledge of high quality Literacy and Numeracy learning experiences.
- ⇒ To continue to ensure that all staff are consistent in the approach to planning in the ELC.

## Improve the Health and Wellbeing of all ELC learners 21-22

### What we did?

- ⇒ All ELC learners have had the opportunity to celebrate learning and achievements within the setting and share these within the wider school community. In line with primary classes, spotlight certificates are presented in the context of the school's values, KP CARES and are shared at whole-school assemblies.
- ⇒ All ELC learners have developed resilience, confidence, independence and creativity from the opportunity to take supported risks. A Senior Early Years Practitioner has supported the setting to embed the principles of the Forest Schools programme within the outdoor environment, creating resources to support practitioners and learners.
- ⇒ All staff and learners at group time have been learning basic 'Signalong' gestures to communicate clearly with learners.

### What was the impact?

- ⇒ Most ELC learners can express their feelings with increased maturity. Emotion Works cogs have been frequently used in the outdoor environment to support learners' emotions and to aid self regulation. All learners participated in a whole-school health week, including activities such as yoga, dance and mindfulness.
- ⇒ Senior Early Years Practitioners have led in developing an approach to promoting positive behaviour within the ELC. The draft policy has been created in line with the school's behaviour blueprint, based on the work of Paul Dix.

### We are going to...

- ⇒ To continue to maximise opportunities to be involved in activities across Early Level and within the wider school community.
- ⇒ To consult with wider stakeholders, such as staff, pupils and parent/carers, and implement policy changes to promote a positive behaviour approach within the ELC
- ⇒ To continue to develop our ELC outdoor environment and maximise local community connections and facilities

## To close the attainment gap between the most and least disadvantaged children 21-22

### What we did?

- ⇒ All targeted learners and their families have worked collaboratively with practitioners to develop understanding in areas such as wellbeing, involvement, schemas and pedagogical strategies. Three ELC practitioners have undertaken training in the 'Parent's Involvement in their Children's Learning' (PICL) approach. These practitioners have delivered training sessions, created resources and led implementation with families within the setting.
- ⇒ With families unable to access the ELC setting in person due to COVID19 restrictions, practitioners shared observation videos on the Seesaw learning platform and encouraged parent and carer video responses. One member of staff has extended this by presenting the PICL approach to other Early Years Practitioners within the authority.
- ⇒ Through staff evaluations and observations, the strategic implementation of interventions has led to an improvement in most learners' Talking and Listening skills, vocabulary and concentration. These groups include Nuffield Early Language Intervention (NELI), social skills, Helicopter Stories and Talk Time interventions.

### What was the impact?

- ⇒ Nuffield Early Language Intervention (NELI) groups have increased literacy skills with 80% of learners in the targeted group.
- ⇒ Identified learners with emotion and social learning needs have increased their awareness of strategies to support social interaction skills.
- ⇒ Most staff have developed their knowledge and understanding of the Helicopter Stories approach and are beginning to integrate this into their professional practice.
- ⇒ Identified learners have increased confidence in Listening and Talking skills through a twice-weekly Talk Time intervention.

### We are going to...

- ⇒ To train more staff in early Literacy and Numeracy interventions and implement these to target learners from disadvantaged backgrounds to tackle the attainment gap
- ⇒ Use data effectively to monitor and track learner progress in line with the whole-school approach.