ELC RAG Action Plan

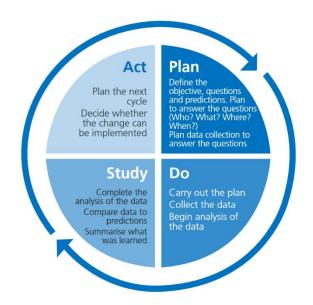**Setting Name: Tarves Nursery**

Manager: Michelle Kennedy
PT: Linda Jenkins
Other Contributors: Vikki Davidson, Susan Smith, Sonya Wallace

2020-2021	2021-2022	
Key Strengths from Self Evaluation RAG	RAG Drivers and Priorities for Improvement	
• We have positive, caring, and inclusive relationships which underpin a highly supportive and welcoming ethos. Our setting uses learning and teaching approaches which promote resilience and a healthy lifestyle. • Clear roles and remits ensure that the staff team work extremely well together to meet children's needs, ensure early intervention and support for all children and families. • Infection control policies and procedures working well, staff observing protocol to ensure compliance especially within the Covid restrictions. • Clear protocol and approach for Safeguarding and Child Protection with MAAPM records, updated chronologies and effective communication channels between staff and multi-agency partners**.**	1	Curriculum • Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning
	2	Self-evaluation for self-improvement • Collaborative approaches to self-evaluation • Evidence- based improvement • Ensuring impact of success for children and families

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Action Plan 1:

RAG Driver	RAG Priority	Links to Key Documents		
Curriculum design	• Rationale and design	**QI 2.2,** **H&SCS 1.30, 1.31, 4.11** **QF 1.3, 2.1, 2.2, 3.2, 4.1**		
Why are we doing this?		Intended Outcomes (*What is going to change for children & families?*)		
RAG document self-evaluation identified that staff need more familiarity with the Aberdeenshire curriculum framework, more application of the design principles in activities, experiences and in planning and apply these to tracking the children's learning progress. In order that children can make progress in their learning and development staff need to be more familiar and comfortable with the curriculum framework and design principles.		• All staff are clear about the purpose of the curriculum framework. • The curriculum is relevant to the children currently in setting. • The seven design principles are used to evaluate and develop our curriculum. • We use innovative and creative approaches to ensure that children make very good progress in all aspects of their learning and development. • Children's prior knowledge and interests are considered when planning. • Children access developmentally appropriate experiences from knowledgeable staff which is recorded in the planning and online software for tracking progress		
Process			Measures	
1	*What are we going to do?*	Who	Timescale	*How do we know if we have achieved this?*	Date Completed
	Revisit the Vision, values and Aims with the children and families to ensure that they are relevant to the needs of the setting and families.	All staff, families, children	Dec 2021	• Refreshed VVA as necessary with contributions from the children and families	
	Develop a curriculum rationale to express our understanding of what we are trying to achieve for delivering the curriculum to the children.	Staff and children	Feb 2022	• A curriculum rationale that incorporates our reasoning behind why we do what we do to support the delivery of learning	

	What are we going to do?	Who	Timescale	How do we know if we have achieved this?	Date Completed
	Incorporate priority of HWB, Lit and Num in overall intention of planning. through a responsive approach to children's interest so we can cover the intended curriculum. Use the new school format for consistency.	All staff	Dec 2021	• Intentional Literacy, Numeracy and Health and Wellbeing focus for the term to be developed by staff for sharing with families.	
2	*What are we going to do?*	Who	Timescale	*How do we know if we have achieved this?*	Date Completed
	Raise awareness of the 7 design principles by providing access to relevant materials and making a wall display. This may be by concentrating on one design principle at a time and applying this to practice. Examples on wall display for evidence. Professional discussions on the 7 design principles to ensure they are being covered in the planning. Revisit curriculum training (change priority?) This might be the first item to cover. [Evaluate the planning using the 7 design principles, principle of the week?]	EYSP, EYLP All staff All staff, PT	Feb 2022 Feb 2022 Feb 2022	• Evidence of examples on wall display directly from staff. • Evidence of these in practice, in planning, observations and evaluation of planning. • Confidence of staff in the 7 design principles and how it relates to the curriculum in the planning. • Meeting minutes for staff as a record of professional discussions. • Training Record and Spreadsheet Updated. • Practitioners Reflective Learning Log completed	

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Action Plan 2:

RAG Driver	RAG Priority	Links to Key Documents
Self-evaluation for self-improvement	• Collaborative approaches to self-evaluation • Evidence- based improvement • Ensuring impact of success for children and families	**H&SCS 3.14, 4.19** **QI 1.1** **QF 3.1**

Why are we doing this?	Intended Outcomes (*What is going to change for children & families?*)
RAG document Our RAG self-evaluation indicated that there is some level of reflection and evaluation, but it is not always recorded or done on a formal basis. While there is some evidence of improvement, the link between our evaluation and focus for improvement should be clearer. We want to increase the knowledge and confidence around the provision of a high quality environment for our setting.	• Staff are highly reflective, evaluative and involve all stakeholders in this process. • We can evidence clearly the link between self-evaluation and improved approaches to how young children learn within our setting • This leads to continuous improvement and improves outcomes for children. • Clear evidence of self-evaluation will be present

Process			Measures		
1	*What are we going to do?*	Who	Timescale	*How do we know if we have achieved this?*	Date Completed
	Read key chapters in Realising the Ambition, section 7	All staff	Dec 2021	Staff become familiar with this document and know how it can support and guide self-evaluation practice.	
	Create a wall display for quality	EYSP, EYLP	Feb 2022	Staff have a clear understanding of the characteristics of a high-quality setting	

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	What are we going to do?	Who	Timescale	How do we know if we have achieved this?	Date Completed
	Use the self-evaluation benchmark tools to guide our self-evaluation in this area	All staff	July 2022	Staff use benchmarking tools to evidence, identify next steps and evaluate the self-evaluation process effectively.	
2	*What are we going to do?*	Who	Timescale	*How do we know if we have achieved this?*	Date Completed
	Reinstate You said we did wall for sharing with families	Staff	Dec 2021	Wall display and relevant up-to-date evidence of regular use by the staff and children	
	Survey for parents	EYSP	Feb 2022	Survey results from parents with their contribution to improvement in the setting	
	Share Policy of the month/term	EYSP, EYLP	Dec 2021	Schedule of release for policy sharing	

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