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| School Improvement Plan 2018-19 |
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| West Linton Primary School |

INTRODUCTION - School Improvement Planning 2018/19

This document outlines West Linton Primary School’s identified priorities for Session 2018/19 which will bring about continuous improvement of outcomes for our learners. It is firmly based on the rigorous self-evaluation of our provision, including the impact of the development work carried out during Session 2017/18. As well as the priorities documented herein we will:

* In consultation with stakeholders review our school Vision, Values and Aims, to ensure all in our community have ownership of and are committed to driving National Improvement Framework priorities through our vision.
* In collaboration with Tweeddale Cluster schools

1. Raise attainment in mathematics, through the development of learning pathways for all learners. (2.2 Curriculum)
2. Ensure the health and wellbeing of our pupils through engagement with restorative practices training. (3.1 Improving Wellbeing, equality & inclusion.)
3. Continue to build professional capacity in the moderation of reading, through engagement with and professional dialogue across the cluster. (2.3 Learning, Teaching & Assessment.)

West Linton Primary School are also committed to the maintenance of the priorities in 2017-18:

* Year 2 of our Building Resilience programme. (2.4 Personalised support.)
* Raising attainment in spelling through the continuation of spelling intervention. (3.2 Raising Attainment)

Staff at West Linton Primary School will have opportunities to lead at both cluster and school level to address these priorities. (1.3 Leadership of Change.)

National Improvement Framework

# The four key priorities of the NIF are:

* Improvement in attainment, particularly in literacy and numeracy.
* Closing the attainment gap between the most and least disadvantaged children.
* Improvement in children's and young people’s health and wellbeing.
* Improvement in employability skills and sustained positive school leaver destinations for all young people.

# The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

* ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
* take an evidence-based approach, including careful analysis of data on children and young people’s progress to plan targeted interventions
* focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
* Consider both local and the NIF priorities when developing a plan that works for your children and young people.

Self-Evaluation Summary

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

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| 2017-18 SIR | 2018-19 SIP |
| Key Strengths  (including PEF and ELC) | Key Areas for Improvement  (including PEF and ELC) |
| * Consistent teaching and learning of spelling from P2-7, showing clear raised attainment in this area across first and second level of learning. * Development and moderation of PLPs in 2017-18 has led to a clear focused approach to tracking progress using continuous assessment evidence. Pupils can discuss their next steps in learning with their teachers and parents using their PLPs and class work. * Whole school commitment to Building Resilience has ensured that pupils are beginning to develop self-regulation skills and growth mind set in their everyday interactions and challenges. | * Emerging literacies and how these impact on our Literacy & English learning pathways.   (2.3 Learning, Teaching & Assessment, 3.2 Raising Attainment in literacy at early level.)   * Curriculum Development in Languages 1 + 2 – French   (2.2 Progression Pathways to be created and a whole school approach to be developed.)   * Continue to develop PLPs to ensure a consistent approach to evidence contained within; further parental input; opportunities for personal achievements to be contained within the PLPs.   (2.3 Learning, Teaching & Assessment) |

**Priority 1: Emerging Literacy; Learning pathways at Early Level**

**LEARNING PROVISION**

***What aspects need to improve in order to develop this priority*?**

* Collegiate working and planning; A whole school approach to emerging literacy.
* Re-engagement with stages of child development through staff training.
* Skills overviews to be used when assessing progress for children at early level.
* Pace of learning to be revisited and aligned with resources e.g. synthetic phonics.
* Play based learning activities to be aligned with child development stages.
* Learning pathways to ensure support and challenge for all pupils.

***What is your self-evaluation telling you in relation to this priority?***

* Consistent 2017-18 spelling teaching & learning from P2-7. We now should revisit the foundations e.g. the place, purpose and expected pace of Phonics.
* Interventions for those pupils who are not ready to read/ write.

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2018-19 SIR, with reference to NIF priorities.***

**SUCCESSES & ACHIEVEMENT**

***How outcomes will be improved through the development of leadership and learning.***

* Raised attainment in reading and writing at early level.
* Robust assessment evidence based on stage of development.
* Teacher confidence in achievement of early level data.
* Shared understanding of child development and next steps.

**LEADERSHIP & MANAGEMENT**

***What aspects need to improve in order to develop this priority*?**

* Engagement with Northern Alliance Emerging literacy.
* Key teaching & learning lead identified.
* Engagement with parents re: ‘readiness to read/ write’ and child development.
* Strategic planning to incorporate pace of learning using Phonics International.
* Partnership working with ELC and Village Nursery.

Action Planner Emerging Literacy 2018/19

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| **Priority** | | **Q.I.s** | **N.I.F Drivers** | **N.I.F**  **Priority** | | ***Intended outcome****: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*  A shared understanding of developmental stages of emerging literacy.  Partnership working with staff across Early Level (ELC & P1)  Revisiting expectation and pace within phonics learning pathway.  Raised teacher confidence in Early level literacy teaching.  Raised attainment in literacy at Early Level over time. | | | |
| **1** | | 1.3  2.2  2.4  3.2 | Teacher professionalism  Assessment of children’s progress | Raising attainment in literacy | |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | **Key people** | | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | What we are going to do.  Identify lead practitioners to develop emerging literacy.  Audit practice using emerging literacy audit tool.  Lead practitioners trained in emerging literacy (Primary 1 & ELC.) | | | | Lead practitioner.  HT/DHT  ELC/ P1 teachers. | | Term 1 | All Early level staff have a clear understanding of developmental stages in emerging literacy.  Clear next steps are identified using the audit tool. |  |
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| Why we need to do it.  To implement a consistent approach to the development of literacy learning across Early Level. | | | |  |
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| **2** | What we are going to do.  Train all staff in the emerging literacy theories and practice.  Hold Parent Workshops to share the developmental approaches to emerging literacy. | | | | Lead practitioner.  HT/DHT  ELC/ P1 teachers. | | Term 2 | All staff feel confident in the teaching of early literacy through engagement with materials and training.  Parents are supporting their children based on their development stage. |  |
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| Why we need to do it.  To ensure a whole school approach to emerging literacy.  To build capacity and understanding with our Early Level parents regarding their child’s literacy development. | | | |  |
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| **3** | What we are going to do.  Revisit the planning, pace and assessment of synthetic phonics programme to align with Phonics International resource and successful whole school spelling approaches. | | | | Lead practitioner.  HT/DHT  ELC/ P1 teachers. | | Term 1 & 2 | Progression pathway used at planning stages and in discussion at REP meetings.  Moderation at planning stages/ Class visits all children purposefully engaged in their emerging literacy learning. |  |
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| Why we need to do it.  Clear progression pathway from Early to Second/ Third level in terms of spelling.  Differentiation to support and challenge pupils at their developmental stage. | | | |  |
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| **4** | What we are going to do.  Begin using the skills overviews across Early Level to track and monitor security of pre-literacy skills.  Plan play based opportunities to encourage skills detailed in overviews.  Share home learning tasks to aid the development of skills detailed in overviews. | | | | Lead practitioner.  HT/DHT  ELC/ P1 teachers. | | Throughout Year 1 of priority. | Skills trackers identify gaps at key assessment points throughout the year (September, February, May.)  Peer moderation across early level of observed play based learning, focus on emerging literacy.  Pre and post questionnaires for parents re ‘How to help your child at home.’ |  |
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| Why we need to do it.  To continually develop pre literacy and emerging literacy skills in ELC/ School/ Home. | | | |  |

**Priority 2: 1+ 2 Languages Progression Pathway & Whole School Approach**

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2018-19 SIR, with reference to NIF priorities.***

* Pupils will be confident in their acquisition of French language. Leading to raised attainment.
* Teacher professionalism through engagement with National entitlements.

***What is your self-evaluation telling you in relation to this priority?***

* Some class teachers are confident in their teaching of French.
* There are no clear progression routes in place for a consistent approach to the teaching of French.
* Leadership of this area of the curriculum is required to ensure its implementation

**SUCCESSES & ACHIEVEMENT**

***How outcomes will be improved through the development of leadership and learning.***

* Consistent approach to the teaching of language will be seen across school.
* Varied, differentiated, active and enjoyable opportunities will be planned and implemented in all classes.
* A clear assessment to ensure progress is tracked with clear next steps identified.

**LEARNING PROVISION**

***What aspects need to improve in order to develop this priority*?**

* Collaboration with secondary school re expectations in language skills.
* Clear rationale and expectations at each level of learning.
* Clear progression pathways to be developed and piloted.
* Staff confidence in this area through engagement with the progression pathways, benchmarks and through peer collaboration and support.

**LEADERSHIP & MANAGEMENT**

***What aspects need to improve in order to develop this priority*?**

* Strategic planning to embed French across all classes.
* Clear rationale for the implementation and where it fits in with National Priorities.
* Opportunities for staff to plan, moderate and reflect on their practice in this area.
* Increased staff confidence in their teaching of French.
* Investment in resources to enhance priority.

Action Planner 1 + 2 Languages 2018/19

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| **Priority** | | **Q.I.s** | **N.I.F Drivers** | **N.I.F**  **Priority** | ***Intended outcome****: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*  Clear rationale and leadership for the implementation and assessment of French.  Staff will be confident in the teaching of French through clear learning pathways.  All pupils will have a foundation in French language (Year 1 of progression pathway.)  Raised attainment & achievement in French language will be tracked in class by teachers. | | | |
| 2 | | 2.2  2.3 | Teacher professionalism  Assessment of Children’s progress | Improvement in attainment. |
| **Process** | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | **Key people** | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | What we are going to do.  Identify a member of staff to lead 1 + 2 languages across school.  Strategically plan a rationale and approach to delivering French across West Linton Primary School. | | | | 1 + 2 Lead  HT/ DHT | By October in service. | Questionnaire all staff re teaching of French in August, again in February and in June.  Engagement with learning pathways and resources for the implementation of French learning. |  |
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| Why we need to do it.  Inconsistent approach to teaching/ delivery of modern languages.  No clear learning pathway from P1-7. | | | |  |
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| **2** | What we are going to do.  Implement (Year 1) progression pathway across P1-7  Collegiate planning and evaluation time.  Sharing opportunities during collegiate working time.  Arrange peer class visits and modelling opportunities. | | | | SLT  1 + 2 Lead  CTs | September  Termly  Term 2/ 3 | Consistent approach to the teaching of French.  Increased staff confidence in teaching French.  Moderation of standards and shared understanding of |  |
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| Why we need to do it.  To ensure a consistent approach to the teaching & learning in French.  Pockets of good practice, however few opportunities to share.  Ensure confidence in the teaching of key vocabulary. | | | |  |
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| **3** | What we are going to do.  Work with secondary modern languages colleagues to ensure a shared standard and collegiate approach.  Create assessment structures to track attainment in French.  Ask children about their learning in French. | | | | 1 + 2 Lead | Term 1  Termly through collegiate planning. | To ensure preparation for further learning in this area of the curriculum.  Progress in learning is tracked and next steps are planned at key points in the school year. |  |
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| Why we need to do it.  To assess and plan next steps, ensuring appropriate progression for all learners in Year 2 and beyond.  To ensure all children are fully engaged and enjoying their learning in French. | | | |  |
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**Priority 3: Personal Learning Plans (PLPs)**

***What is your self-evaluation telling you in relation to this priority?***

* Further engagement with Parents re place and value of wider achievements
* Next steps in learning to be clear from assessment evidence.
* Further moderation to ensure consistent approach across all adding to PLPs.

**IMPACT OF**

**IMPROVEMENT**

***Publish in 2018-19 SIR, with reference to NIF priorities.***

**SUCCESSES & ACHIEVEMENT**

***How outcomes will be improved through the development of leadership and learning.***

* Pupils will see all of their learning as valuable within the totality of the curriculum (4 contexts.)
* Pupils will be able to talk about their strengths and next steps with reference to their PLPs.
* PLPs will become a robust way of reporting to parents on all curriculum areas across the school year.

**LEARNING PROVISION**

***What aspects need to improve in order to develop this priority*?**

* Consistent learning conversations.
* Pupils to become more secure in regularly engaging with others about their learning and progress, including setting themselves SMART targets to ensure their progress.
* Pupils are beginning to relate their learning to transferable skills they are developing.

**LEADERSHIP & MANAGEMENT**

***What aspects need to improve in order to develop this priority*?**

* Clear expectations of purpose and place of evidence based on moderation activities.
* Engagement with parents and families re: feedback culture, Wider achievements to be included, ownership of PLPs as a working document.
* Further moderation related to curriculum overviews and focus on progress within PLPs,

Action Planner: Personal Learning Profiles 2018/19

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| **Priority** | | **Q.I.s** | **N.I.F Drivers** | **N.I.F**  **Priority** | ***Intended outcome****: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?*  Continuation of high quality Personalised Learning Profiles which show progress and achievement both in school and in wider learning opportunities.  Pupils will be able to confidently create their own learning targets and link them to skills they are acquiring. | | | | |
| **3** | | 2.4  3.2  3.3 | Assessment of children’s progress | Improvement in employability skills. |
| **Process** | | | | | | | | **Progress Tracker** | |
| **No. (Add/delete stages as necessary)** | | | | | | **Key people** | **Timescale/**  **Deadline** | **Measures of Success:** *the impact made to date and how we know.* | **Date reviewed** |
| **1** | What we are going to do.  Analyse data collected from parents and pupils related to 2017-18 PLPs.  Consider self-evaluation from staff during broad audit from May inservice day. | | | | | DHT  CT  Parents  Pupils | Term 1 | Clear next steps will be created through collaborative working.  Next steps will be seen through moderation of PLPs. |  |
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| Why we need to do it.  To ensure we have clear next steps based on self-evaluation for continuous improvement. | | | | |  |
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| **2** | What we are going to do.  Further engage with parents during Café Conversations and Parent Meetings to discuss the pupil and family role in the development of the PLP. | | | | | DHT/ HT  Parents  Pupils | Term 2 | Parental feedback both during the Café Conversations and through their comments in pupil PLPs. |  |
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| Why we need to do it.  The PLP should be a working document where discussion about learning is the key for progress and creation of next steps. | | | | |  |
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| **3** | What we are going to do.  Further opportunities for moderation. | | | | | All staff | Throughout session. | Identification of excellent practice and areas for development using the moderation cycle. |  |
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| Why we need to do it.  To ensure a consistent approach across all classes and at all stages of learning and those who are curriculum support teachers. | | | | |  |
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| **4** | What we are going to do.  Link learning to developing skills using the career standard and skills for learning, life and work.  Developing the Young Workforce focus fortnight. | | | | | All staff | Throughout session. | Staff and pupils using the Skills framework terminology throughout PLPs and in learning opportunities with the pupils.  Pupils will be able to link their skills to careers and areas of interest. |  |
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| Why we need to do it.  To ensure pupils understand and value the skills they are acquiring and can relate them to the world of work. | | | | |  |
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**HGIOS 4 Overview Cycle**

**This overview will help schools to identify what HGIOS4 Quality Indicators need prioritised within the 3 year cycle**

| **Quality indicators from *How good is our school 4?*** | | | **Tick** | | |
| --- | --- | --- | --- | --- | --- |
| **Key Aspects** | **Quality Indicator** | **Themes** | **2018/19** | **2019/20** | **2020/21** |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * *Collaborative approaches to self-evaluation* * *Analysis and evaluation of intelligence and data which ensure impact on learners* |  |  |  |
| **1.2 Leadership of Learning** | * *Professional engagement and collegiate working* * *Impact of career long professional learning* * *Children and young people leading learning* |  |  |  |
| **1.3 Leadership of change** | * *Developing a shared vision, values and aims relevant to the school and its community* * *Strategic planning for continuous improvement and implementation of change* |  |  |  |
| **1.4 Leadership and management of staff** | * *Governance framework* * *Building and sustaining a professional staff team : staff wellbeing and pastoral support* |  |  |  |
| **1.5 Management of resources to promote equity** | * *Management of finance for learning* * *Management of resources and environment for learning* |  |  |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * *Arrangements for safe guarding, including child protection* * *Arrangements to ensure wellbeing* * *National guidance and legislation* |  |  |  |
| **2.2 Curriculum** | * *Rationale, design and development of the curriculum* * *Learning pathways including skills for learning, life and work* |  |  |  |
| **2.3 Learning, teaching and assessment** | * *Learning and engagement* * *Quality of teaching : effective use of assessment: planning, tracking and monitoring* |  |  |  |
| **2.4 Personalised learning** | * *Universal and targeted support* * *Removal of potential barriers to learning* |  |  |  |
| **2.5 Family Learning** | * *Engaging families in learning: quality of family learning programmes* * *Early intervention and prevention* |  |  |  |
| **2.6 Transition** | * *Arrangements to support learners and their families* * *Collaborative planning and delivery : Continuity and progression in learning* |  |  |  |
| **2.7 Partnerships** | * *The development and promotion of partnerships* * *Collaborative learning and improvement : Impact on learners* |  |  |  |
| Successes and Achievements | **3.1 Improving wellbeing, equality and inclusion** | * *Wellbeing : Inclusion and equality* * *Fulfillment of statutory duties* |  |  |  |
| **3.2 Raising attainment and achievement** | * *Attainment in literacy and numeracy : Attainment over time* * *Overall quality of learners’ achievement : Equity for all learners* |  |  |  |
| **3.3 Increasing creativity and employability** | * *Creativity skills : Digital innovation ; Digital literacy* * *Increasing employability skills* |  |  |  |

**Broad View Audit: Evaluation**

**A broad view audit tool using all quality indicators is included for use as required by schools**

**This audit will help schools to select aspects of HGIOS4 to identify priorities for the SIP.**

| **Quality indicators from *How good is our school 4?*** | | | | | | | | | |
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| Key  Aspects | Quality Indicator | Themes | School’s self-evaluation | | | | | | |
| 6 | 5 | 4 | 3 | 2 | 1 | Date |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * *Collaborative approaches to self-evaluation* * *Analysis and evaluation of intelligence and data* * *Ensuring impact on learners success and achievements* |  |  |  |  |  |  |  |
| **1.2 Leadership of Learning** | * *Professional engagement and collegiate working* * *Impact of career long professional learning* * *Children and young people leading learning* |  |  |  |  |  |  |  |
| **1.3 Leadership of change** | * *Developing a shared vision, values and aims relevant to the school and its community* * *Strategic planning for continuous improvement* * *Implementing improvement and change* |  |  |  |  |  |  |  |
| **1.4 Leadership and management of staff** | * *Governance framework* * *Building and sustaining a professional staff team* * *Staff wellbeing and pastoral support* |  |  |  |  |  |  |  |
| **1.5 Management of resources to promote equity** | * *Management of finance for learning* * *Management of resources and environment for learning* |  |  |  |  |  |  |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * *Arrangements for safe guarding, including child protection* * *Arrangements to ensure wellbeing* * *National guidance and legislation* |  |  |  |  |  |  |  |
| **2.2 Curriculum** | * *Rationale and design* * *Development of the curriculum* * *Learning pathways* * *Skills for learning, life and work* |  |  |  |  |  |  |  |
| **2.3 Learning, teaching and assessment** | * *Learning and engagement* * *Quality of teaching* * *Effective use of assessment* * *Planning, tracking and monitoring* |  |  |  |  |  |  |  |
| **2.4 Personalised learning** | * *Universal support* * *Targeted support* * *Removal of potential barriers to learning* |  |  |  |  |  |  |  |
| **2.5 Family Learning** | * *Engaging families in learning* * *Early intervention and prevention* * *Quality of family learning programmes* |  |  |  |  |  |  |  |
| **2.6 Transition** | * *Arrangements to support learners and their families* * *Collaborative planning and delivery* * *Continuity and progression in learning* |  |  |  |  |  |  |  |
| **2.7 Partnerships** | * *The development and promotion of partnerships* * *Collaborative learning and improvement* * *Impact on learners* |  |  |  |  |  |  |  |
| Successes and Achievements | **3.1 Improving wellbeing, equality and inclusion** | * *Wellbeing* * *Fulfillment of statutory duties* * *Inclusion and equality* |  |  |  |  |  |  |  |
| **3.2 Raising attainment and achievement** | * *Attainment in literacy and numeracy* * *Attainment over time* * *Overall quality of learners’ achievement* * *Equity for all learners* |  |  |  |  |  |  |  |
| **3.3 Increasing creativity and employability** | * *Creativity skills* * *Digital innovation* * *Digital literacy* * *Increasing employability skills* |  |  |  |  |  |  |  |

**Broad View Audit: Evaluation of ELC**

**A broad view audit using all quality indicators is carried out every three years, or where there has been a significant change in the school.**

**This audit helps settings to select aspects of HGIOELC to identify priorities for the Setting Improvement Plan (SIP).**

| **Quality indicators from *How good is our Early Learning and Childcare?*** | | | | | | | | | |
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| Key  Aspects | Quality Indicator | Themes | Setting self-evaluation | | | | | | |
| 6 | 5 | 4 | 3 | 2 | 1 | Date |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * *Collaborative approaches to self-evaluation* * *Evidence-based improvement* * *Ensuring impact of success for children and families* |  |  |  |  |  |  |  |
| **1.2 Leadership of Learning** | * *Professional engagement and collegiate working* * *Impact of career long professional learning* * *Children leading learning* |  |  |  |  |  |  |  |
| **1.3 Leadership of change** | * *Developing a shared vision, values and aims relevant to ELC setting and its community* * *Strategic planning for continuous improvement* * *Implementing improvement and change* |  |  |  |  |  |  |  |
| **1.4 Leadership and management of practitioners** | * *Governance framework* * *Building and sustaining a professional team* * *Practitioner wellbeing and pastoral support* |  |  |  |  |  |  |  |
| **1.5 Management of resources to promote equity** | * *Management of finance for learning* * *Management of resources and environment for learning* |  |  |  |  |  |  |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * *Arrangements for safe guarding, including child protection* * *Arrangements to ensure wellbeing* * *National guidance and legislation* |  |  |  |  |  |  |  |
| **2.2 Curriculum** | * *Rationale and design* * *Learning and developmental pathways* * *Pedagogy and play* * *Skills for life and learning* |  |  |  |  |  |  |  |
| **2.3 Learning, teaching and assessment** | * *Learning and engagement* * *Quality of interactions* * *Effective use of assessment* * *Planning, tracking and monitoring* |  |  |  |  |  |  |  |
| **2.4 Personalised learning** | * *Universal support* * *Role of practitioners and leaders* * *Identification of learning needs and targeted support* * *Removal of barriers to learning* |  |  |  |  |  |  |  |
| **2.5 Family Learning** | * *Engaging families in learning* * *Early intervention and prevention* * *Quality of family learning programmes* |  |  |  |  |  |  |  |
| **2.6 Transition** | * *Quality of support for children and their families* * *Collaborative planning and delivery* * *Continuity and progression in learning* |  |  |  |  |  |  |  |
| **2.7 Partnerships** | * *Engagement of parents and carers in the life of the setting* * *The promotion of partnerships* * *Impact on children and families* |  |  |  |  |  |  |  |
| Successes and Achievements | **3.1 Ensuring wellbeing, equality and inclusion** | * *Wellbeing* * *Fulfillment of statutory duties* * *Inclusion and equality* |  |  |  |  |  |  |  |
| **3.2 Securing children’s progress** | * *Progress in communication, early language, mathematics, health and wellbeing* * *Children’s progress over time* * *Overall quality of children’s achievement* * *Ensuring equity for all children* |  |  |  |  |  |  |  |
| **3.3 Developing creativity and skills for life and learning** | * *Developing creativity* * *Developing skills for life and learning* * *Developing digital skills* |  |  |  |  |  |  |  |

**HGIOELC Overview Cycle**

**This overview will help settings to identify what HGIOELC Quality indicators need prioritised within their 3 year *cycle***

| **Quality indicators from *How good is early learning and childcare?*** *(tick the year each QI is a priority)* | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Key Aspects** | **Quality Indicator** | **Themes** | **2016/17** | **2017/18** | **2019/20** |
| Leadership and Management | **1.1 Self Evaluation for self-improvement** | * *Collaborative approaches to self-evaluation* * *Evidence-based improvement* * *Ensuring impact of success for children and families* |  |  |  |
| **1.2 Leadership of Learning** | * *Professional engagement and collegiate working* * *Impact of career long professional learning* * *Children leading learning* |  |  |  |
| **1.3 Leadership of change** | * *Developing a shared vision, values and aims relevant to ELC setting and its community* * *Strategic planning for continuous improvement* * *Implementing improvement and change* |  |  |  |
| **1.4 Leadership and management of practitioners** | * *Governance framework* * *Building and sustaining a professional team* * *Practitioner wellbeing and pastoral support* |  |  |  |
| **1.5 Management of resources to promote equity** | * *Management of finance for learning* * *Management of resources and environment for learning* |  |  |  |
| **Learning Provision** | **2.1 Safeguarding and child protection** | * *Arrangements for safe guarding, including child protection* * *Arrangements to ensure wellbeing* * *National guidance and legislation* |  |  |  |
| **2.2 Curriculum** | * *Rationale and design* * *Learning and developmental pathways* * *Pedagogy and play* * *Skills for life and learning* |  |  |  |
| **2.3 Learning, teaching and assessment** | * *Learning and engagement* * *Quality of interactions* * *Effective use of assessment* * *Planning, tracking and monitoring* |  |  |  |
| **2.4 Personalised learning** | * *Universal support* * *Role of practitioners and leaders* * *Identification of learning needs and targeted support* * *Removal of barriers to learning* |  |  |  |
| **2.5 Family Learning** | * *Engaging families in learning: quality of family learning programmes* * *Early intervention and prevention* |  |  |  |
| **2.6 Transition** | * *Quality of support for children and their families* * *Collaborative planning and delivery* * *Continuity and progression in learning* |  |  |  |
| **2.7 Partnerships** | * *Engagement of parents and carers in the life of the setting* * *The promotion of partnerships* * *Impact on children and families* |  |  |  |
| Successes and Achievements | **3.1 Ensuring wellbeing, equality and inclusion** | * *Wellbeing : Inclusion and equality* * *Fulfillment of statutory duties* |  |  |  |
| **3.2 Securing children’s progress** | * *Progress in communication, early language, mathematics, health and wellbeing* * *Children’s progress over time* * *Overall quality of children’s achievement* * *Ensuring equity for all children* |  |  |  |
| **3.3 Developing creativity and skills for life & learning** | * *Developing creativity* * *Developing skills for life and learning* * *Developing digital skills* |  |  |  |