

Framework for Centre Improvement Planning 2024/2025

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Killermont Early Years Centre
Head Teacher / Head of Centre	Frances McLauchlan – Head Teacher Patricia Ross – Depute Head of Centre
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p style="text-align: center;">Killermont EYC Vision Statement:</p> <p style="text-align: center;">Nurturing and Inspiring Spaces Where We Can Play, Learn and Grow Together</p> <p style="text-align: center;">Killermont EYC Values: Kindness / Honesty / Respect / Fairness</p> <p>At Killermont EYC we aim to:</p> <ul style="list-style-type: none">• Actively give children time to talk about their emotions, ensuring their physical and mental health is at the heart of everything we do.• Provide a safe, fun and nurturing environment indoors and out, where children are encouraged to reach their full potential.• Create an inclusive ethos where our children are celebrated as individuals and their needs and beliefs are respected.• Have a skilled and motivated staff team that takes an active role in their professional development journey to ensure high quality interactions and experiences for children.• Provide a curriculum indoors and out that will facilitate fun, play based experiences that promote independence and foster positive attitudes to learning.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2024/2025	2025/2026	2026/2027
Priority 1	Intergenerational learning - Links with older generation, families & wider community	Developing a language rich environment	Developing a STEM rich environment
Priority 2	Play and Pedagogy (Year 2)	Developing a numeracy rich environment	Developing a numeracy rich environment
Priority 3	Literacy – Reading	Developing a STEM rich environment	Developing a language rich environment

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Section 2: Improvement Priority 1	
Early Years Centre	Killermont Early Years Centre
Improvement Priority 1	Intergenerational learning - Links with older generation, families & wider community
Person(s) Responsible	Depute Head of Centre Senior Early Years Worker Community Partnership Ambassador Early Years Teacher

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
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<ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing; • Improvement in achievement, particularly in Literacy and Numeracy. Choose an item.	Parent/carer engagement and family learning School and ELC improvement Choose an item.	QI 2.5 Family Learning QI 2.7 Partnerships Choose an item.	1.4 Family engagement 2.1 Quality of the setting for play and learning Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> • Family Champion Ambassador • Community Partnership Ambassador • Mentoring • Teambuilding 	<ul style="list-style-type: none"> • Self-evaluation tools • Budget • Networking groups both internal and council wide • EYC – Staff team • The National Standard for Community Engagement • Bringing Generations Together- Friendships through the ages

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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> • EDC Professional Learning Calendar • Professional Reading • In-Service Training – Community Partnerships 	<ul style="list-style-type: none"> • Questionnaires • Learning Journals • Play and Share Sessions • SWAY Update • Notice boards • Information Sessions • Twitter

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?	
All staff will acknowledge their ambassador role priorities and document how they will lead the learning in each of their curricular areas, identifying possible outcomes for all our service users.	Professional Development and Review Meetings (PDR's) to establish: <ul style="list-style-type: none"> • Family Champion Role • Community Engagement Ambassador 	<ul style="list-style-type: none"> • Staff Ambassador Role Consultation • Interim PDR meetings • Final PDR meeting 	July 2024- July 2025	
	Community Engagement Ambassador to contact local care home to establish: <ul style="list-style-type: none"> • Possible visit • Christmas sing a long 	<ul style="list-style-type: none"> • Floorbook evidence • Photographs • Journal Updates 	July 2024- July 2025	

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<p>Creating opportunities for intergenerational relationships will increase communication and social skills and develop language and reading through shared activities. It will increase confidence and self-esteem and help to develop empathy, care, and kindness where almost all children will develop an understanding and talk more positively about aging and old people.</p> <p>Developing strong partnerships with our families and people within our local community will increase engagement in children's development and learning and will impact positively on the progress they make.</p>	<ul style="list-style-type: none"> • Summer event 			
	Parent Welcome and Curriculum Evening.	<ul style="list-style-type: none"> • Floorbook evidence • Photographs • Parent Feedback 	August – September 2024	
	Parent Coffee and Chat <ul style="list-style-type: none"> • MacMillan Cancer Research • Improvement Plan Update • Transition to School 	<ul style="list-style-type: none"> • Floorbook evidence • Photographs • Parent Feedback 	September 2024 November 2024 February 2025 April 2025	
	Bookbug Sessions <ul style="list-style-type: none"> • Numeracy Theme • Scottish Theme • Winter Theme • World Book Day 	<ul style="list-style-type: none"> • Floorbook evidence • Photographs • Parent Feedback 	September 2024 November 2024 January 2025 March 2025	
	Tea Party Event – Celebrating National Grandparents Day	<ul style="list-style-type: none"> • Floorbook evidence • Photographs • Parent Feedback • Children's Feedback 	October 2024	
	Book Week Scotland- Mystery Reader Parent and Grandparent Event	<ul style="list-style-type: none"> • Floorbook evidence • Photographs • Parent Feedback • Children's Feedback 	November 2024	
	Parent and Grandparent – Christmas Sing 'a' Long Event	<ul style="list-style-type: none"> • Floorbook evidence • Photographs • Parent Feedback • Children's Feedback 	December 2024	

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Parents and carers will understand the role they play and feel empowered to be active participants in decision making processes which will foster positive outcomes for our learners.	Care Home Visit <ul style="list-style-type: none"> Christmas Sing 'a' Long 	<ul style="list-style-type: none"> Floorbook evidence Photographs Community Questionnaire 	December 2024	
	Winter Wonderland- Family Event – Donations for Cancer Research's	<ul style="list-style-type: none"> Floorbook evidence Photographs Parent Feedback Children's Feedback 	December 2024	
	Celebrating Burns Day Grandparent Event- <ul style="list-style-type: none"> Country Dancing Traditional Songs and Rhymes 	<ul style="list-style-type: none"> Floorbook evidence Photographs Parent Feedback Children's Feedback 	January 2024	
	Play and Share Session <ul style="list-style-type: none"> Crafting Experience Baking Experience Den Building/Problem Solving Experience 	<ul style="list-style-type: none"> Floorbook evidence Photographs Parent Feedback Children's feedback 	October 2024 February 2024 June 2024	
	Parent Meetings	<ul style="list-style-type: none"> Parent Feedback 	November 2024 May 2024	
	Care Home Visit – Summer Event – Planting and Growing	<ul style="list-style-type: none"> Floorbook evidence Photographs Community Questionnaire 	May 2024	

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Section 2: Improvement Priority 2	
Early Years Centre	Killermont Early Years Centre
Improvement Priority 2	Play & Pedagogy – Year 2
Person(s) Responsible	Depute Head of Centre Senior Early Years Worker Community Partnership Ambassador Early Years Teacher

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing; • .Placing human rights and needs of every child and young person at the centre of education • Improvement in achievement, particularly in Literacy and Numeracy. 	Curriculum and assessment School and ELC improvement Choose an item.	QI 1.5 Management of resources to promote equity QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment	1.3 play and learning 2.1 Quality of the setting for play and learning 2.2 Children experience high quality facilities	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Improvement in children and young people's mental health and wellbeing

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none">• Mentoring• Teambuilding• Presenting areas of strength	<ul style="list-style-type: none">• Play Pedagogy Toolkit• Realising the Ambition Document• Training Opportunities• Self-evaluation tools• Budget• Networking groups both internal and council wide• EYC – Staff team
Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none">• EDC Professional Learning Calendar• Professional Reading• In-Service Training – Community Partnerships	<ul style="list-style-type: none">• Questionnaires• Learning Journals• Play and Share Sessions• SWAY Update• Notice boards• Information Sessions• Twitter

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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?	
All staff will acknowledge and document how they will foster their ambassador role within each of the leaning zones. This will increase depth of learning in all curricular areas, improving outcomes for all our children.	Initial consultation with staff during PDR process – Ambassador roles to be evident throughout zone environment and linked to planning	<ul style="list-style-type: none"> Floorbooks Planning sheets Wall spaces Walk Round Wednesday – environmental walks 	August 2024- July 2025	
Almost all staff will develop an understanding and increase their knowledge of capturing meaningful observations linked to individual children's interests, schema's and learning dispositions.	Staff training – ➤ Capturing meaningful observations in a play-based environment	<ul style="list-style-type: none"> Staff initial questionnaire to ascertain understanding of quality observations. Learning Journal monthly monitoring Staff feedback 	August In-service Day 2024	
Almost all staff will use their ability to document meaningful observations in	Walk Round Wednesday – Environmental Walks	<ul style="list-style-type: none"> Floorbooks SLT feedback forms Professional discussions 	At the end of every 4 weekly zone rotation	

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<p>their floorbook and planning entries. This will inform quality learning experience for our children and enhance the learning environment within all the curricular zones.</p> <p>All children will continue to develop confidence to be independent learners within the centre environment. They will be supported to explore a wide range of resources and experiences and will have high levels of engagement throughout their play.</p> <p>Children's next steps in learning will be more meaningful, as almost all staff will use their increased understanding of schema's, learning</p>	Initial Ferre Leavers Observations	<ul style="list-style-type: none"> • Observation proforma • Professional discussions 	September 2024	
	<p>Staff Training – Focus Child Observations.</p> <ul style="list-style-type: none"> ➤ The benefits of focus child observations ➤ How to implement and capture meaningful observations ➤ Introduce paperwork proforma 	<ul style="list-style-type: none"> • Staff feedback • Professional Discussions • Observation Proforma 	October In-service	
	Staff Drop-in sessions – Capturing meaningful observations and planning paperwork.	<ul style="list-style-type: none"> • Professional discussions • Early Years Teacher – Feedback form 	Weekly meetings to be held	
	Introduce staff trio observations.	<ul style="list-style-type: none"> • Professional discussions • Meaningful feedback • LCFE toolkit - adult talk/adult interactions 	January 2025	
	<p>Staff Training – Schemas and Learning Dispositions</p> <ul style="list-style-type: none"> ➤ What is a Schema 	<ul style="list-style-type: none"> • Staff pre/post training questionnaire • Professional discussion • Staff feedback form 	February In-service day	

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<p>dispositions to target challenge and support.</p> <p>Capturing meaningful observations will support our continued drive to provide a quality leaning environment. Fostering an understanding of schemas and learning dispositions will encourage all children to develop their curiosity, inquiry and creative skills. In addition, it will support their wellbeing and communication development.</p>	➤ How to plan meaningful experiences linked to individual schemas			
	Ferre Leavers – Interim Observations	<ul style="list-style-type: none"> • Observation proforma • Professional discussions 	March 2025	
	Parent Meeting Preparation –Staff to collate focus child observations and tracking information to present to parents	<ul style="list-style-type: none"> • Tracking Information • Observation proformas • Parent Feedback 	April 2025- May 2025	
	Staff Post Questionnaire - to ascertain understanding of quality observations, reflecting on training opportunities throughout the year	<ul style="list-style-type: none"> • Staff Feedback • Professional Discussion 	April 2025– May 2025	

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Section 2: Improvement Priority 3	
Early Years Centre	Killermont Early Years Centre
Improvement Priority 3	Reading
Person(s) Responsible	Early Years Teacher Depute Head of Centre, Senior Early Year Workers, All Early Years Staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> Improvement in achievement, particularly in Literacy and Numeracy. Improvement in children and young people's health and wellbeing; Choose an item.	Curriculum and assessment School and ELC improvement Choose an item.	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress	1.3 play and learning 4.1 Staff skills, knowledge and values 2.1 Quality of the setting for play and learning	Improvement in attainment in literacy and English Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none">• Ambassador Roles• Leading training sessions during In-service days	<ul style="list-style-type: none">• Staff Team• Budget• EDC Progression Frameworks• Questionnaires• Learning Journals• Play and Share Sessions• SWAY UpdateTwitter

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none">• In –house Training on in-service days• Staff drop in sessions• EDC Professional Learning Calendar	<ul style="list-style-type: none">• SWAY Updates• Questionnaires• Coffee & Chat• Curriculum Evening• Bookbug sessions• Mystery Readers (Book Week Scotland)• Play and Share Sessions

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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?	
All staff to enhance their knowledge of Literacy curriculum design, increasing their understanding of experiences, outcomes, benchmarks, subdivisions and skills within the reading curriculum.	All staff training – Literacy Curriculum Design (Reading)	<ul style="list-style-type: none"> Self-Evaluation Pre & Post Training Questionnaire Professional Discussion 	In-service day August 2024 May 2025	
	All Staff Training - Learning to Read in Early Years Professional Resource Education Scotland: Building a Literacy Rich Environment ➤ Supporting children to develop a love of reading ➤ The importance of oral language for reading	<ul style="list-style-type: none"> Staff Feedback Professional Discussion 	August In-service Day 2024	
Almost all staff will become confident to deliver quality literacy experiences to all children.	Staff Focus Groups – Updated Progression Literacy Framework	<ul style="list-style-type: none"> Staff Feedback Sheet Meeting Agenda Meeting Minutes 	August 2024-July 2025	
	Home-link reading bags –All children to be issued with a library bag, feedback form and book on a weekly basis	<ul style="list-style-type: none"> Parent and child feedback form 	August 2024-July 2025	
Increased staff knowledge will provide more varied and in depth learning experiences for all children supporting the				

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<p>development of their vocabulary, imagination, mark-making and writing skills and in addition, their critical thinking skills.</p> <p>Staff will be able to plan and assess children to meet their individual needs and next steps within literacy.</p>	Parent Workshop - Gifting Bookbug Explorer bags	<ul style="list-style-type: none"> • Parent Feedback • Children's Feedback • Floorbook entries 	September 2024	
	Bookbug sessions- <ul style="list-style-type: none"> ➤ Gifting Explorer Bags ➤ Winter Theme ➤ Scottish Theme ➤ World Book Day 	<ul style="list-style-type: none"> • Parent feedback • Children's feedback • Floorbook 	September 2024 November 2024 January 2024 March 2024	
	Monitoring of E-journals, next steps and tracking	<ul style="list-style-type: none"> • Appropriate up-to-date next steps • Staff feedback form • Meaningful observations recorded • Professional discussion 	August 2024 – July 2025	
	Literacy – Environmental Reading Audit to be carried out	<ul style="list-style-type: none"> • EDC Literacy Reading Audit Tool • Budget to be used to purchase new resources 	September 2024	
	All Staff Training – 'Stem a Story'	<ul style="list-style-type: none"> • Staff feedback Sheet • STEM a Story Planners • Visits to other centres-sharing good practice 	October In-service 2024 October 2024-April 2025	

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Moderation of Reading will increase staff knowledge and understanding of Reading experiences and outcomes and benchmarks. It will increase staff capacity to use benchmarks and skill statements to accurately assess children's progress and define next steps for learning. In addition, it will increase staff capacity to plan high quality reading experiences for children.	All Staff Training – Learning to Read in Early Years Professional Resource Education Scotland: Building a Literacy Rich Environment ➤ Developing Phonological Awareness ➤ Building Concepts of Print ➤ Developing Skills for Reading	<ul style="list-style-type: none"> • Staff feedback – how will this impact the learner • Tracking on e-journals • Staff feedback Sheet • Environmental Walks/ Conversations • Group Time Activities (Phonological Awareness) 	February 2024 In-Service Day	
	All Staff Training – Moderation of Reading across early level	<ul style="list-style-type: none"> • Staff feedback • Professional discussion 	May 2025 In-Service Day	