

Framework for Centre Improvement Planning 2025/26

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>Killermont EYC Vision Statement:</p> <p>Nurturing and Inspiring Spaces Where We Can Play, Learn and Grow Together</p> <p>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	2025/2026	2026/2027	2027/2028
Priority 1	Promoting Equity and Inclusion through Up, Up and Away	Promoting Equity and Inclusion through Up, Up and Away	Developing a STEM rich environment (Science & Tech)
Priority 2	Quality Assurance & Moderation	Quality Assurance & Moderation	
Priority 3	Developing a STEM rich environment with a numeracy focus	Developing a STEM rich environment (Maths focus)	

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Section 2: Improvement Priority 1	
Early Years Centre	Killermont Early Years Centre
Improvement Priority 1	Promoting Equity and Inclusion through Up, Up and Away
Person(s) Responsible	Depute Head of Centre Senior Early Years Worker Nurture & LCFE Ambassadors Early Years Teacher

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
.Placing human rights and needs of every child and young person at the centre of education • Improvement in achievement, particularly in Literacy and Numeracy. • Improvement in children and young people's health and wellbeing;	Teacher and Practitioner professionalism School and ELC leadership School and ELC improvement	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support QI 3.2 Ensuring children's progress	1.1 Nurturing care and support	Placing the human needs and rights of every child and young person at the centre of education Improvement in attainment in literacy and English Improvement in children and young people's

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				mental health and wellbeing
Opportunities for Leadership			Resource Requirements	
<ul style="list-style-type: none"> Literacy Ambassador Nurture Ambassador LCFE Ambassador 			<ul style="list-style-type: none"> Up, Up and Away Document Self-evaluation tools Networking groups both internal and council wide EYC – Staff team 	

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> Up, Up & Away training for All staff - August In-service day Engagement with Up, Up & Away documentation Collaboration with Up, Up & Away pilot centres from 2024/2025 Coaching and mentoring from ELSTs and QIO EDC Professional Learning Calendar 	<ul style="list-style-type: none"> Questionnaires Learning Journals Play and Share Sessions SWAY Update Notice boards Information 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?	Det
Introduce the Up, Up and Away document (Circle) to all staff to promote a universal approach to inclusion within Killermont Early Years centre. By adopting a proactive approach to address literacy needs within our centre, we will optimise opportunities for all learners to form the essential foundations for lifelong learning.	<ul style="list-style-type: none"> Up, Up and Away Ambassador to be established through the Profession, Development and Review Process All Practitioners to attend authority In-service day training to gain knowledge and understanding of the document Reflective tool for enriching communication to be review 'Talk Techniques' Review of 'Focus Child Observations' 	<ul style="list-style-type: none"> Professional Learning record to be established Distribute documentation to support all practitioner engagement with the resource Pre questionnaire to be issued to all practitioners to ascertain their skills/knowledge Evaluation of learning collated and distributed to all practitioners Staff meetings and professional dialogue 	<p>July -2025</p> <p>August- In-service</p>	

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		<ul style="list-style-type: none"> • Termly overview of 'Focus Child' Observations 		
Through practitioner implementation of the documentation almost all children will all feel included and supported within the centre by a whole team approach.	<ul style="list-style-type: none"> • Framework working party to use the Literacy Rich Environment tool to audit playroom and garden spaces. 	<ul style="list-style-type: none"> • Audit proforma • Staff observations 	<p>August – 2025</p> <p>February - 2026</p>	
Having a robust Inclusion policy benefits our children by fostering a sense of belonging, enhancing social skills, and promoting a more positive learning environment. It supports all levels needs and will assist to develop their potential and access a wider range of opportunities	<ul style="list-style-type: none"> • Review the EYC's Inclusion policy with all service users 	<ul style="list-style-type: none"> • Staff/parent and children's consultation • Reviewed Policy Document 	<ul style="list-style-type: none"> • September 2025 	

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All children will feel supported to access an environment that is inclusive and literacy rich.	<ul style="list-style-type: none"> • Create a literacy rich action plan through audit analysis and practitioner observation. • Framework working party/ practitioner zone teams to implement actions. 	<ul style="list-style-type: none"> • PDSA – Model for change paperwork • Floorbooks • Planning sheets • Walk Round Wednesday SLT observations 	<p>August – 2025</p> <p>February - 2025</p>	
By engaging with parents, almost all staff will positively influence our learner's experiences in the early years setting and at home.	<ul style="list-style-type: none"> • Initial parental consultation – Using the Home Literacy Environment Tool to identify areas of literacy development within the home environment 	<ul style="list-style-type: none"> • Glow Form • Sway update to be used as a platform to share analyse of data and provide home-learning suggestions 	September 2025	
	<ul style="list-style-type: none"> • Create literacy rich Family Engagement opportunities 	<ul style="list-style-type: none"> • Targeted 'Play and Shares' • Bookbug session • Parent Coffee and Chat 	Ongoing across the year	
	<ul style="list-style-type: none"> • Curriculum evening – market stall on Literacy at home. Information gathered from parental consultation to frame context 	<ul style="list-style-type: none"> • Parent feedback • Family engagement floorbook 	October 2025	

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Almost all children will feel listened to and supported where children will receive purposeful and meaningful interactions from staff.	<ul style="list-style-type: none"> All staff training: Nurture, Relationships, Attachment, ACES and Positive Behaviour 	<ul style="list-style-type: none"> Kate Spalding (Ed Psych) to deliver training to all staff Training evaluations to be completed by all staff 	October In-Service 2025	
	<ul style="list-style-type: none"> SLT to share 'Identified Stages Tool' to all staff 'Identified Stages Tool' to be used to create individual learner profiles 	<ul style="list-style-type: none"> Professional Dialogue Strategy Maps for individual children Staff confidence in using this resource Staff feedback 	February in-service day	
	<ul style="list-style-type: none"> Language of Up, Up and Away document to be reflected within individual Universal/Targeted Support plans and children's next steps 	<ul style="list-style-type: none"> Support Plan Updates Staff confidence Learning Journal monitoring 	March 2026	
Almost all staff will demonstrate an understanding of the Up, Up and Away document leading to a deeper implementation	<ul style="list-style-type: none"> All staff to evaluate Year 1 of Up, Up and Away to measure progress across the year. 	<ul style="list-style-type: none"> Practitioner questionnaires Professional dialogue 	May 2026	

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of the framework across the service.				
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Section 2: Improvement Priority 2	
Early Years Centre	Killermont Early Years Centre
Improvement Priority 2	Quality Assurance & Moderation
Person(s) Responsible	Depute Head of Centre Senior Early Years Worker Early Years Teacher

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people; Choose an item. Choose an item. 	Curriculum and assessment School and ELC improvement School and ELC leadership	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 3.2 Ensuring children's progress	QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 3.2 Ensuring children's progress	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none">• Senior Leadership Team	<ul style="list-style-type: none">• Holistic Tracker• Quality assurance tracker• Floor books• Tracking and Moderation• Yearly Planner• Secure SLT IT drive• Time• Training

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none">• Peer Monitoring• Confidence building on leadership of change• Confidence building on self-improvement• On-going training through EDC Professional Learning in Early Years• Collaboration with sector leading EYC in high quality Leadership	Curriculum Evening

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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?	
EYC Annual Planner to support efficiency, workload, project goals and responsibilities.	<ul style="list-style-type: none"> Develop an annual calendar with full events programme to be shared with parents and staff 	<ul style="list-style-type: none"> Learning Journals Staff/Survey questionnaires Stay and Play Parent's survey /questionnaires. PDRs Floorbooks 	August 2025	
Senior Leadership Team to become confident in embedding a robust Holistic Tracker based on robust moderation, resulting in consistent assessment and next steps to ensure all	<ul style="list-style-type: none"> Holistic Tracker to be populated and updated four times per year or after a significant event. Nursery Teacher to complete 'Fact, Story, Action' tracker with HT as part of whole establishment tracking and monitoring process, three times per year (Sep/Feb/May) 	<ul style="list-style-type: none"> Tracking and Monitoring Regular SLT meetings Regular staff meetings Next steps proformas 	August 25 January 2026 April 2026 July 2026	

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children are progressing at a developmentally appropriate stage.	<ul style="list-style-type: none"> • Staff trios to carry out moderation of planning, assessment and next steps • Embed Focus Child observations in practice to enhance tracking and monitoring professional discussions. 			
SLT to become confident embedding a robust Quality Assurance Calendar to ensure EYC is meeting stakeholder and regulatory bodies' expectations, continuing to improve efficiency and continuous improvement.	<ul style="list-style-type: none"> • Collaboration with best practice EYCs • Develop Quality Assurance Calendar • Formalise a Self-Evaluation calendar reflecting – A quality improvement framework for early learning and childcare sectors 	<ul style="list-style-type: none"> • Tracking and Monitoring • PDRs • Staff parent and children consultation • Self-evaluation analyse and evaluation documentation 	Ongoing	
Having a system that reviews our EYC policies will provide all service users with	<ul style="list-style-type: none"> • Formalise a Policy Review calendar to develop a more 	<ul style="list-style-type: none"> • Professional Dialogue • Staff/parent and child consultation 	Ongoing	

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guidelines on the way childcare practitioners work in order to ensure that children are safe and that they receive the best standards of care and education. Our policies will clearly document what can and cannot be done in the EYC and state its standards and beliefs.	structured approach to this process	<ul style="list-style-type: none"> Policy Review calendar 		
Self-Improvement display board within EYC cloakroom to be regularly updated to provide evidence of quality learning and achievements.	<ul style="list-style-type: none"> Create a visual documenting our EYC improvements. This will be updated after each significant event 	<ul style="list-style-type: none"> Wall displays Children's voices Floor books Photographs 	Ongoing	

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Section 2: Improvement Priority 3	
Early Years Centre	Killermont Early Years Centre
Improvement Priority 3	Creating a STEM Rich Environment – Numeracy Focus
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; • Closing the attainment gap between the most and least disadvantaged children and young people; 	<p>Curriculum and assessment</p> <p>School and ELC improvement</p> <p>Parent/carers engagement and family learning</p>	<p>QI 2.2 Curriculum</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Ensuring children's progress</p>	<p>1.3 play and learning</p> <p>4.1 Staff skills, knowledge and values</p> <p>2.1 Quality of the setting for play and learning</p>	<p>Improvement in attainment in numeracy and Maths</p> <p>Improvement in children and young people's mental health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged</p>

Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none">Numeracy Ambassador	<ul style="list-style-type: none">Staff TeamBudgetEDC Progression FrameworksQuestionnairesLearning JournalsPlay and Share SessionsSWAY Update

Professional Learning	Parental Engagement and Involvement
EDC Professional Learning Calendar In-service day training	<ul style="list-style-type: none">SWAY UpdatesQuestionnairesCoffee & ChatCurriculum EveningBookbug sessionsMaths WeekCareers WeekPlay and Share SessionsHome-link bags

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 Numeracy curriculum design, increasing their understanding of experiences, outcomes, benchmarks, subdivisions and skills within the numeracy curriculum.	<ul style="list-style-type: none"> All Staff Training - Numeracy Curriculum (reference Curriculum Improvement Cycle Thematic Review of Numeracy and Mathematics Ed Scot paper): Sharing the EDC Progression Framework Document 	<ul style="list-style-type: none"> Self-Evaluation Pre Training Questionnaire Professional Discussion 	August 2025 In-service Day	
	<ul style="list-style-type: none"> All staff training – Developing Number Sense, 	<ul style="list-style-type: none"> Staff training evaluations Professional dialogue Learning Journal monitoring Planning documentation 	August 2025 In-Service Day Ongoing	

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<p>Almost all staff will become confident to deliver quality numeracy experiences to all children.</p> <p>Increased staff knowledge will provide more varied and in depth numeracy learning experiences for all our learners.</p> <p>Staff will be able to plan and assess children to meet their</p>	<ul style="list-style-type: none"> Structuring Numbers & Counting 	<ul style="list-style-type: none"> Provocations Walk Round Wednesday Observations 		
	<ul style="list-style-type: none"> Numeracy Environmental Audit of our indoor/outdoor spaces 	<ul style="list-style-type: none"> Audit pro-forma to be populated and analysed by the Early Years Teacher & Numeracy Ambassador Information to be extracted to create an action plan for improvements within our centre Action plan to be shared with all staff 	September 2025	.
	<ul style="list-style-type: none"> Create a numeracy rich action plan through audit analysis and practitioner observation. Numeracy Ambassador and Practitioner zone teams to implement actions. 	<ul style="list-style-type: none"> Walk Round Wednesday SLT observations Planning Sheets Floor books 	Sept 2025 – Jan 2026	

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individual needs and next steps within numeracy.	<ul style="list-style-type: none"> Numeracy Home-Link Bags 	<ul style="list-style-type: none"> Parent and child feedback sheets Home-link updates on Learning Journals 	Ongoing	
	<ul style="list-style-type: none"> Maths Week Scotland – Event Theme ‘Wild Maths – Maths in the natural world’ 	<ul style="list-style-type: none"> Play and Share Bookbug Session 	22 nd – 26 th September 2025	
	<ul style="list-style-type: none"> All staff training – Addition & Subtraction 	<ul style="list-style-type: none"> Staff training evaluations Professional dialogue Learning Journal monitoring Planning documentation Provocations Walk Round Wednesday Observations 	October 2025 In-service Day	

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	<ul style="list-style-type: none"> All staff training – Grouping & Sharing, Creating Patterns 	<ul style="list-style-type: none"> Staff training evaluations Professional dialogue Learning Journal monitoring Planning documentation Provocations Walk Round Wednesday Observations 	February 2026 In-service Day	
	<ul style="list-style-type: none"> Family Bookbug Session – numeracy focus 	<ul style="list-style-type: none"> Parent and child feedback Family engagement floor book 	March 2026	
	All staff training – Numicon & Other Resources	<ul style="list-style-type: none"> Staff training evaluations Professional dialogue Learning Journal monitoring Planning documentation Provocations Walk Round Wednesday Observations 	May 2026 In-Service Day	
Almost all staff will demonstrate an understanding of the early level numeracy curriculum	All staff to evaluate their in-house training experiences measuring their understanding,	<ul style="list-style-type: none"> Practitioner questionnaires Professional Dialogue Staff observations 	May/June 25	

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and progression framework document. This will lead to more meaningful numeracy based learning experiences for our learners.	confidence and progress across the year.			
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