

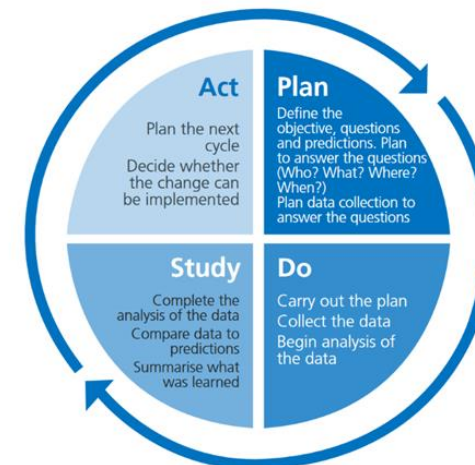
## ELC RAG ACTION PLAN

Setting Name: Torphins Playgroup

Playgroup Manager: Kay Sims

PT:

Other Contributors: Staff Team



2023-2024	2024-2025	
Key Strengths from Self Evaluation RAG	RAG Drivers and Priorities for Improvement	
<ul style="list-style-type: none"> <li>Playgroup builds positive, caring, and inclusive relationships which underpin a highly supportive and welcoming ethos. All stakeholders were consulted in the creation of a vision, aims and values which is displayed and shared with all.</li> <li>Practitioners are highly sensitive and responsive to the wellbeing of children and their families.</li> <li>Our ethos for learning in the setting is built on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes. Children make choices and can talk about their learning and achievements.</li> <li>Our practitioners strive to form respectful relationships, an unconditional positive approach, and strong positive relationships with families.</li> <li>Parents, Carers and Children (where appropriate) are actively involved with practitioners to sensitively plan and effectively manage transitions to meet children’s emotional and learning needs.</li> <li>Staff actively engage with other professionals, agencies and organisations to ensure that the needs of children and families are met.</li> </ul>	1	<b>Leadership and Management</b> <ul style="list-style-type: none"> <li>Self evaluation</li> </ul>
	2	<b>Curriculum</b> <ul style="list-style-type: none"> <li>Rationale and design</li> <li>Learning and Developmental Pathways</li> <li>Pedagogy and Play</li> </ul>
	3	<b>Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>Effective use of assessments</li> <li>Planning, tracking and monitoring</li> <li>Progress in communication, early language, mathematics, health and wellbeing</li> </ul>
	Quick Fix!	<ul style="list-style-type: none"> <li>Leadership of Learning, Training and Development</li> </ul>

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### Quick Fix: Leadership of Learning, Training and Development (FFC 1.1, 1.4, 4.1, 4.2)(HGIOELC 1.2)(H&SCS 3.14) (RTA 1.4)(QF 4.1)

All staff engage in continuous professional development. Records are in place to evidence professional learning with clear links to improvement plans and personal targets. Outcomes for children are improved due to increase in staff knowledge and skills.

Process			Measures		
What we are going to do?	Who	Timescale	How do we know if we have achieved this?	Date Completed	
1	Ensure all staff have an up to date CPD record – reflecting on training impact on practice and children.	Manager and Practitioners	October 2024	<ul style="list-style-type: none"> <li>Each staff member will have an up to date core CPD folder kept in locked cupboard which is looked at regularly by staff and manager to ensure all certificates are up to date and relevant. They will also have their own up to date CPD folder documenting person reading and training and it's impact on practice.</li> <li>Core training notice is on staff notice board with expiry date so everyone can check regularly as well as SSSC registration.</li> </ul>	
2	All staff to complete appraisal document and attend individual meeting with manager	Manager and Practitioners	September 2024	<ul style="list-style-type: none"> <li>Appraisal document sent to all staff and completed.</li> <li>Contents discussed at individual appraisal meetings.</li> </ul>	
3	All staff to have up to date action plan identifying relevant personal targets	Manager and practitioners	September 2024	<ul style="list-style-type: none"> <li>Following improvement plan discussions and individual appraisal meetings personal targets are set and documented, so staff know what they are working towards and what they hope to achieve in the next 6 months.</li> <li>Team are consistently undertaking training which will lead to improved outcomes for children based on our RAG Focused Areas improvements.</li> </ul>	

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				<ul style="list-style-type: none"> <li>• Use new group to share training, ideas and new guidance documents.</li> <li>• Staff to reflect on impacts of training based on the improvement priority areas.</li> </ul>	
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### Action Plan 1:

RAG Driver	RAG Priority	Links to Key Documents
<b>Leadership and Management</b>	<b>Self Evaluation</b>	<b>(H&amp;SCS 3.14, 4.19)</b> <b>(FFC 1.1, 1.4, 4.1, 4.2)</b> <b>(HGIOELC 1.1) (RTA 7.3)</b> <b>(QF 3.1)</b>
Why are we doing this?		Intended Outcomes ( <i>What is going to change for children &amp; families?</i> )
<p>Self-evaluation is central to continuous improvement. It enables ELC settings to reflect on what they are doing so they can get to know what they do well and identify what they need to do better.</p> <p>Self-evaluation establishes a baseline – a starting point – from which we can put in place plans with clear priorities for actions that will improve outcomes for the children and families using the Playgroup.</p> <p>Used effectively, continuous self-evaluation helps monitor progress and measure the impact that changes have made on outcomes for all Playgroup children and families.</p>		<p>Staff are highly reflective, evaluative and involve all stakeholders in this process. This leads to continuous improvement and improves outcomes for children.</p>

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Process				Measures	
1	<i>What we are going to do?</i>	Who	Timescale	<i>How do we know if we have achieved this?</i>	Date Completed
	All staff to be familiar, confident and contribute to RAG evaluation and Improvement Planning.	All staff team	September 2024	<ul style="list-style-type: none"> <li>All staff can discuss proposed improvements for the year ahead.</li> <li>Staff aware of where improvement plans and RAG evaluations stored and can easily access when needed.</li> <li>Evidence of discussions surrounding improvement planning and staff team contributions.</li> </ul>	
2	<i>What are we going to do?</i>	Who	Timescale	<i>How do we know if we have achieved this?</i>	Date Completed
	All staff to be familiar with key evaluation documents and attend regular evaluation meetings.	All staff team	October 2024	<ul style="list-style-type: none"> <li>Staff attend monthly evaluation meetings to discuss children's progress and best practice documents.</li> <li>Self evaluation floorbook evidencing professional dialogue – continue to use and share with all.</li> <li>Staff confident in identifying key documents – CI Quality Framework, HGIOELC, RtheA etc.</li> </ul>	
3	<i>What are we going to do?</i>	Who	Timescale	<i>How do we know if we have achieved this?</i>	Date Completed
	Evidence of impact of improvement planning on outcomes for children at Playgroup.	All staff team	April 2025	<ul style="list-style-type: none"> <li>Staff use the LJs to record evidence of the child and their development which their parents can access.</li> <li>Knowledge of RtA/Frameworks embedded with staff and used in practice.</li> <li>Self-evaluation built into QA Calendar and all staff members contribute regularly.</li> <li>Impact of improvements evaluated and recorded in evaluation floorbook.</li> </ul>	

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### Action Plan 2:

RAG Driver		RAG Priority		Links to Key Documents	
<b>Curriculum</b>		<ul style="list-style-type: none"> <li>• <b>Rationale and design</b></li> <li>• <b>Learning and Developmental Pathways</b></li> <li>• <b>Pedagogy and Play</b></li> </ul>		<b>(HGIOELC 2.2) (RTA 4.1, 6.1, 6.3)</b> <b>(FFC 2.2, 3.1 and 3.2)</b> <b>(H&amp;SCS 1.30, 1.31, 1.32, 2.27, 4.11)</b> <b>(QF 1.3, 2.1, 2.2, 3.2, 4.1)</b>	
Why are we doing this?			Intended Outcomes ( <i>What is going to change for children &amp; families?</i> )		
<p>During RAG self evaluation and reflection it was highlighted that staff knowledge and understanding of the curriculum and key documents could be developed and extended as well as their confidence in discussing these and linking them to the children's learning and progression.</p>			<ul style="list-style-type: none"> <li>• Playgroup is clear about the purpose of the curriculum framework and the curriculum is relevant to the children currently in setting. We use innovative and creative approaches to ensure that children make very good progress in all aspects of their learning and development.</li> <li>• Realising the Ambition is embedded in practice to ensure that children make the best possible progress at Playgroup. Aberdeenshire Frameworks and National Benchmarks are fully embedded in practice.</li> <li>• Playgroup staff are confident and knowledgeable in their practice and demonstrate deep understanding of play in promoting children's development and learning. Playgroup has a shared understanding of pedagogy and staff engage in professional dialogue to ensure high quality play. Children are provided with rich, relevant experiences to enhance their play.</li> </ul>		
Process			Measures		
1	<i>What we are going to do?</i>	Who	Timescale	<i>How do we know if we have achieved this?</i>	Date Completed
	<ul style="list-style-type: none"> <li>• Extend practitioners knowledge of key documents, particularly Realising the Ambition and Curriculum for Excellence, to help support planning, understanding of developmental</li> </ul>	Manager and Staff Team		<ul style="list-style-type: none"> <li>• Numeracy and literacy focus introduced each month as well as 'focus week' for each child concentrating on numeracy, literacy and health and wellbeing progress and development.</li> </ul>	

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	stages, use of benchmarking and frameworks. This in turn will support relevant next steps in children's learning to be identified and ensure all children make progress.			<ul style="list-style-type: none"> <li>• Parents more aware of focus and progress at Playgroup, staff confident discussing learning.</li> <li>• Staff identifying next steps and planning appropriately – clear planning cycle evident.</li> </ul>	
2	What we are going to do?	Who	Timescale	How do we know if we have achieved this?	Date Completed
	High quality play and provision is embedding throughout Playgroup and staff are confident in delivering high quality play experiences, environment and interactions.	Staff team		<ul style="list-style-type: none"> <li>• Provision audit completed and staff team consistently providing rich play experiences for the children to engage fully in (look at Leuven scale of involvement)</li> <li>• Staff training to reflect schematic play training and evidence of impact on children.</li> <li>• Children settled and confident in the environment and can choose and talk about their play and learning.</li> <li>• Staff can reflect on progress using Realising the Ambition.</li> </ul>	

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### Action Plan 3:

RAG Driver	RAG Priority	Links to Key Documents
<b>Learning, Teaching and Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Effective use of assessments</b></li> <li>• <b>Planning, tracking and monitoring</b></li> <li>• <b>Progress in communication, early language, mathematics, health and wellbeing</b></li> </ul>	<b>(H&amp;SCS 1.6, 1.27) (RTA 3.1, 4.1, 6.1, 6.2, 6.4, 7.2, 7.3)</b> <b>(HGIOELC 2.3, 3.2)</b> <b>(FFC 2.2 and 4.2)</b> <b>(QF 1.3, 2.1, 3.1, 3.2, 4.1, 5.2)</b>
Why are we doing this?	Intended Outcomes ( <i>What is going to change for children &amp; families?</i> )	
<p>Planning involves reflecting on and implementing the most effective ways to meet all the children's needs through the interactions, spaces and experiences to enable them to play and learn.</p> <p>Planning should be informed by careful observation and reflect the needs, interests and developmental stages of each child. It should be responsive, whether this is immediate through discussion, adding to, removing, or changing the provision, or intentionally planning for the future to meet the child's interests, questions, learning, emotional or developmental needs and should link to the curriculum.</p> <p>Learner's needs and interests are central to the planning process. The learning environments are planned and are purposeful tools for learning.</p> <p>In order to plan and deliver a range of appropriate learning experiences, which motivate, support and challenge children, practitioners must have an accurate understanding of each child's development, knowledge and skill levels. The setting must have systems in place to allow practitioners and managers to assess and monitor children's progress in learning to inform their knowledge of the child and future planning.</p>	<ul style="list-style-type: none"> <li>• Assessments are an integral part of the learning and teaching in setting. These are used to effectively plan high quality learning experiences for all children.</li> <li>• Evidence of high quality observations taking place every day on LJ allowing parents and carers to receive regular and up to date information on their children's learning and achievement. Evidence of parental contributions too.</li> <li>• Staff track the progress of individual children and groups over time to highlight trends and gaps in learning. They use this to plan effectively. Observations help to shape practice and ensure that in the moment planning reflects children's changing interests and learning.</li> <li>• Information for every child is showing that almost all children are making very good progress in literacy, numeracy and health and wellbeing as appropriate to their developmental stage.</li> <li>• Evidence of high quality learning experiences being used to promote and enhance children's development, successes, achievements and progress.</li> </ul>	
Process	Measures	

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1	<i>What we are going to do?</i>	Who	Timescale	<i>How do we know if we have achieved this?</i>	Date Completed
	Introduce new planning system	Manger and staff team	April 2024	<ul style="list-style-type: none"> <li>• Clear system of planning which all members of staff contribute to.</li> <li>• Frameworks and benchmarks are used consistently and used to support planning.</li> <li>• Evidence of planning cycle responding to the learning needs of the individual children.</li> <li>• Embedded system of planning for numeracy and literacy and children’s progress in these areas.</li> </ul>	
2	<i>What are we going to do?</i>	Who	Timescale	<i>How do we know if we have achieved this?</i>	Date Completed
	Introduce new next steps system – linked to planning	Manager and staff team	October 2024	<ul style="list-style-type: none"> <li>• Each child’s next steps clearly displayed and accessible for all. Use Frameworks to identify.</li> <li>• Milestone documents used regularly to identify gaps in development.</li> <li>• Evidence of planning to meet individual next steps.</li> <li>• Clear key worker groups and evidence in LJ of staff knowledge and child’s progress.</li> </ul>	
3	<i>What are we going to do?</i>	Who	Timescale	<i>How do we know if we have achieved this?</i>	Date Completed
	Audit, evaluate and improvement planning for Playgroup environment and core provision.	Manager and staff team	December 2024	<ul style="list-style-type: none"> <li>• Provision audit document completed and areas for improvement identified.</li> <li>• Resources sorted and clearly labelled and stored.</li> <li>• Evidence of provision planning to adapt and enhance to meet the needs of the children at Playgroup.</li> <li>• Children challenged and interested in their environment and involved in planning resources.</li> <li>• Ensure play opportunities are extended and not missed through strong staff and child relationships and interactions.</li> <li>• Regular monitoring and feedback.</li> </ul>	



