

Agile Improvement Plan **Workbook**

Victoria Early Learning Class



Year – 2026/27

Establishment Improvement Priorities - Short

SHORT – THIS SESSION

Pillar 1

Curriculum

- 1 *Graeme Cluster Pedagogy Programme – Mode D*
- 2
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Pillar 2

Learning, Teaching and Assessment

- 1 Maintaining and tying new systems together
- 2 Recording and documenting planning
- 3
- 4
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Pillar 3

Health, Wellbeing and Relationships

- 1 Improved home & community links
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Clarify Canvas • Pillar 2, Short 1

Maintaining and tying new systems together

Impact

Q1 – What impact do we want to have?

Following the establishment of the new focus cycle system, we hope to see:

- Children's progress is consistently documented across all areas: What Matters To Me, planning, spontaneous observations, and focus cycle paperwork
- Next steps are clearly identified and followed through, with evidence in the focus cycle, spontaneous observations, and/or planning

We hope to see this consistently for all children, with most children able to talk about, revisit, and understand their learning.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Next steps have just recently been re-introduced in terms of recording and evidencing, and so we want to make sure that these are consistently documented and followed through for all children.

Having previously had observations only online, children have not been able to show or engage in the recording of their learning or progress in the nursery. It has been difficult for them to revisit their own past learning and experiences, something that feels 'theirs' to show to others.

Individual systems are working well but they are not tying together to create the whole cycle. Some things have been in (separate) folders but others have been online. This has made it much more difficult to see the cycle and a child's journey.

Skills for learning and life are not as evident/obvious within the cycle.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence bases supporting this approach

Following the trial, transfer all focus cycle documentation to a paper-based system. Use this system for all new starts.

Transfer the WMTM and care plans into this same new paper-based folder, called "my learning journey".

Ensure next steps are identified (at the bottom of the focus cycle analysis). followed through, and documented.

Involve children in their learning journeys, giving them chances to engage and revisit their past experiences.

Bigger emphasis on skills for learning and life – specific colour for these for pulling out learning.

Evidence

Q4 – How would we judge whether or not we have been successful?

Most children and all adults able to clearly see links between all of the documentation.

All children to have access to their learning journeys, with most children able to discuss their prior learning and experiences in nursery in some kind of way.

Staff confidence around recording and the whole planning cycle to increase for all staff, with most staff feeling very confident in these processes.

Clarify Canvas • Pillar 2, Short 2

Recording and documenting planning

Impact

Q1 – What impact do we want to have?

We want to see that the evidence of the planning is being consistently done and we want the children to be actively involved in it – putting it together as well as being able to access and reflect on it afterwards.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Things are happening on the back of the planning but they are not being consistently evidenced. EYO's are collecting evidence at the time but it is not being put anywhere / gathered / displayed in some form for it to then be easily accessed or used later on, by both children or adults.

This thus has a knock on effect that EYO's who gather evidence relating to someone else's activity, they have nowhere to place it and it gets lost.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence bases supporting this approach

A scheduled time each week, on a Friday, allowing one EYO each week to collect all the evidence. Evidence will go into a storage box throughout the week and the scheduled EYO will put this on big A3 evidence sheets, together with children, to go on the wall. This will also allow children to reflect on their previous learning over the course of the following week.

The following week, when the next EYO goes to repeat the process, they will put this into a folder so the evidence is stored.

The huddle sheet will have an 'evidenced / where?' section to show where the evidence is – an individual learning story, Seesaw, on the responsive planning, etc., allowing anyone to see the evidence regardless of where it is stored.

Evidence

Q4 – How would we judge whether or not we have been successful?

All children would be able to show a visiting adult where their experience evidence is displayed and most children, upon questioning, would be able to talk more about what the experience was.

The planning folder record would show evidence that this is being consistently done by all EYO's, on a weekly basis.

Clarify Canvas • Pillar 1, Short 3

Improved home and community links

Impact

Q1 – What impact do we want to have?

We want to ensure that families are more involved in nursery life and that the nursery is more involved in our local community. We hope that this will help with the engagement and wellbeing for most of nursery children.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

We have not conducted home visits over the last year; while we have still completed all of the relevant paperwork, not doing it in the home means that the beginning of a child's nursery is not as impactful as it could be.

Groups from nursery would go out weekly throughout the community – shops, cafes, parks – giving them a lot of real-life, valuable experiences. Children have missed out on these recently and we wish to return to them.

While we engage with parents at the start of the day, end of the day, through some events, and through Seesaw, we don't have enough in-nursery events and don't manage to get enough engagement via Seesaw. We hope to increase all different kinds of engagement.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence bases supporting this approach

Change in wording/style of messages posted on Seesaw, in a way that opens for more back and forth conversation and feedback from families

Home visits to be arranged for all children who begin Aug onwards

Evidence

Q4 – How would we judge whether or not we have been successful?

Leuven scale at the start and end of the year for children

Evidence of home visits, and the information that comes from this in terms of helping us to plan and prepare for the child starting in nursery

Number of monthly visits in the community compared to previous years

Number of termly events in nursery compared to previous years

Levels of engagement and interaction on Seesaw