Agile Improvement Plan **Workbook**

Victoria Early Learning Class

Year – 2026/27

FALKIRK COUNCIL
COMHAIRLE NA H-EAGLAIS BRICE

Establishment Improvement Priorities - Short

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SHORT – THIS SESSION

Pillar 1 Curriculum	Pillar 2 Learning, Teaching and Assessment	Pillar 3 Health, Wellbeing and Relationships
1 *Graeme Cluster Pedagogy Programme – Mode D*	1 Maintaining and tying new systems together	1 Improved home & community links
2	2 Recording and documenting planning	2
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Clarify Canvas • Pillar 2, Short 1

Maintaining and tying new systems together

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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 base 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 nursey 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.

Rapid Action Plan • Pillar 2, Short 1

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Q1. Deliverables What are the next most important deliverables?	Q2. Responsibility Who will take the lead? Who else will be involved?	Q3. Timeline What is the timeframe for delivery?	Q4. Resources What resources, time or support will be needed?	Q5. Barriers What could get in the way of successful completion? How will we work to minimise this impact?
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".	All EYOs – transferring their current ones and establishing for their new ones as they begin.	Term 1	Folders and items for these.	Ensure that everyone has their saved time after school to complete this task.
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. Children need to be introduced, aware, and actively involved in their learning journeys, so that they know where it is and can access it freely.	All EYOs – responsibility for keyworkers to ensure that this is followed through. All EYOs – keyworkers.	Mid term 1 onwards.	Next step discussions - everyone together. Folders. An area in the side room where children go to look at the side room.	EYOs need to ensure that they dedicate time during the day, with the children, to going to see these and helping them to understand what they are and where they are.
Bigger emphasis on skills for learning and life – specific colour for these for pulling out learning. Training with staff working together in pairs to become more aware of what these are within observations/analyses.	All EYOs, once introduced. Paired EYO training within the nursery.	Term 3 onwards – early term 3 for training.	Observations/analysis for doing the paired.	Workload – ensuring that this is introduced slowly.

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Recording and documenting planning

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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. EYOs 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 EYOs 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 base 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 EYOs, on a weekly basis.

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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.	Each EYO on the rota. Each EYO to ensure they are placing evidence in throughout the week.	From term 1 onwards.	Dedicated time once a week for EYOs to do this.	Ensuring EYOs take the time to do this together with the children – a priority on a Friday. EYOs need to ensure that during the week, things are placed in the box so that the EYO on the Friday can complete this task.
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. Create a rota for EYOs take responsibility over who fills out the huddle sheet.	Caitlynn (SEYO) - redoing the sheet All EYOs when filling out	Term 1 Term 2	-	Confidence when taking the lead on the writing – mitigated by the fact that everyone involved and the person writing is just doing the writing,

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Improved home and community links

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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 base 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

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Home visits for all new starts -> Also, a new settling in review in addition to the six monthly reviews.	SEYO together with EYOs	Ongoing	Car needed for further away places.	Resistance from families, but normally families welcome the home the initial nursery home visit. Staffing needs to be consistent to allow for two staff members to be able to get out.
Seesaw wording changes to encourage more family participation and responses	All EYOs	Ongoing		
Weekly visits into the community	All EYOs	Term 2 onwards, factoring in limitations due to weather	Links to local community businesses and resources Risk assessments, with child involvement Staffing to allow for the visits	