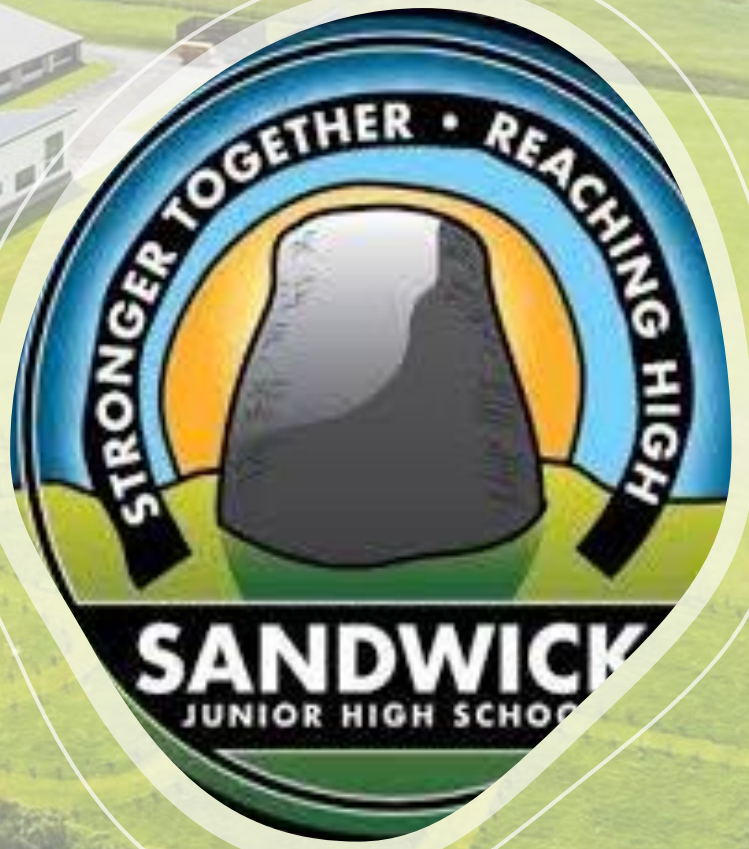
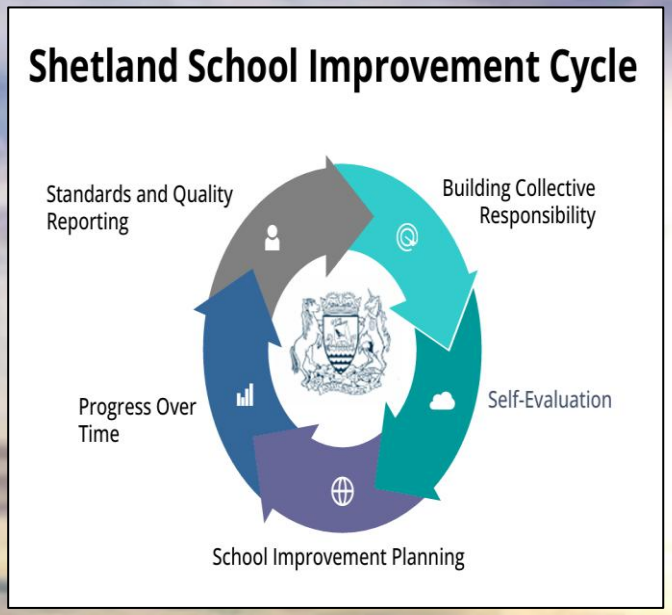
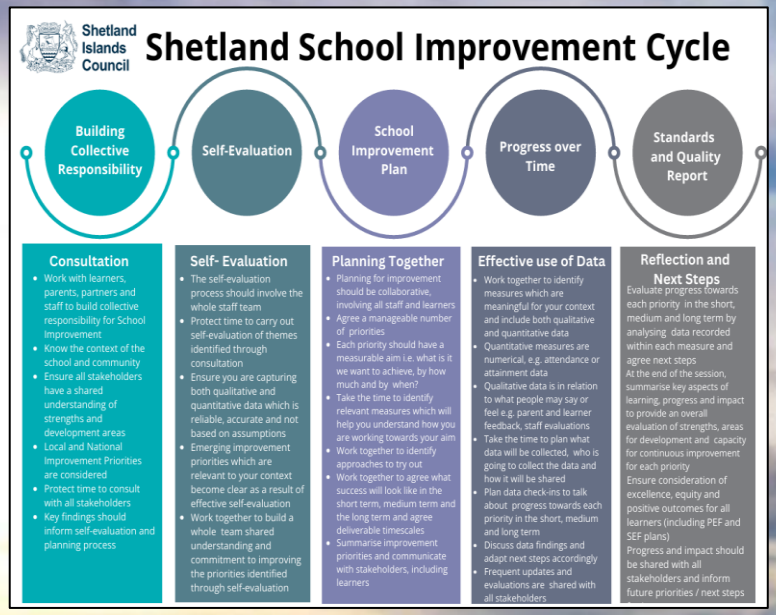
Sandwick Junior High School

Standards & Quality Reporting

School Improvement Plan







STRONGER TOGETHER • REACHING HIGH
SANDWICK
JUNIOR HIGH SCHOOL

Introduction

School improvement planning (SIP) and standards and quality reporting (SQR) are a statutory requirement. Developed and implemented effectively, the SIP and SQR support continuous improvement and helps school leaders engage with staff, parents and pupils in the life of the school. School improvement plans take account of school, local authority and national priorities, alongside the needs and aspirations of the school community.

Vision, Values and Aims 2026-2027



Vision

Sandwick Junior High School's core vision is to provide young people, especially those most in need, with life-enhancing learning experiences that help them reach their full potential and become active community members. Their values focus on promoting equality, achievement, creativity, and happiness within a nurturing and safe environment, while their aims involve building meaningful relationships, encouraging wider achievement, supporting health and wellbeing, and fostering skills for learning, life and work.

Values

- **Respect**
- **Equality**
- **Achievement**
- **Creativity**
- **Happiness**

Aims

- To support wider achievement and the development of skills for learning, life, and work.
- To recognise young people as partners in their learning and support them in engaging with and reflecting on their achievements.
- To build meaningful relationships with young people and their families, involving them in the decision-making process.
- To improve health and wellbeing, thereby supporting confidence, self-esteem, and resilience.

SHETLAND

The three Directorate priorities for Children's Services (2026-2029) are:

- Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
- Reduce the number of children and young people affected by poverty;
- Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.

The five national priorities within the National Improvement Framework are:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people;
- Improvement in attainment, particularly in literacy and numeracy.

The seven strategic outcomes to be achieved are:

- A globally respected, empowered, and responsive education system with clear accountability at every level that supports children, young people, and adult learners to thrive. The system enables the development of their knowledge, skills, values, and attributes that give them the best opportunity to succeed and contribute to Scotland's society and economy;
- Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach;
- Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all;
- High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap;
- Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs;
- Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all;
- An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally-skilled workforce and tackling digital inequality.

Factors Influencing the School Improvement Plan

Local authority factors

- Children's Services Directorate Plan
- Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs;
- Reduce the number of children and young people affected by poverty;
- Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.
- The Ambition - Excellence and Equity for Shetlands' learners 2022-2026
- Support for Learning Review
- Digital Learning and Teaching Strategy
- Devolved School Management

National factors and drivers

- Education Reform including Curriculum Improvement
- National Improvement Framework
- The Scottish Attainment Challenge (PEF/SEF/CECYP fund)
- Education Reform
- Getting It Right for Every Child
- Developing Young Workforce
- Reduced Class Contact Time

School factors

- School Management Team – now established and in post after a period of secondments.
- ELC Improvement Journey in line with the Quality Framework.
- Revising our curriculum rationale and curricular offer across the senior phase for Level 5 and National 5 qualifications. Revising our curricular offer due to vacancy in departments.
- Revising our school vision, values and aims.
- Ongoing development and improvements of universal, targeted and complex needs support.

Local factors

- Continue to improve transition and retention of numbers across the cluster.
- Continue to enhance support for learning provision both universal provision and targeted intervention support.
- Continue to improve information sharing to support transition into Secondary 1 across the cluster.

UNCRC

- Improving pupil voice and participation → supports children's right to be heard (Article 12).
- Enhancing inclusion and equity → supports non-discrimination (Article 2).
- Improving wellbeing and mental health → supports the child's right to development and health (Articles 6 and 24).
- Raising attainment and achievement → supports the right to education (Articles 28 and 29).

Tacking inequalities, Poverty proofing and Cost of the school day

- How will you ensure that any costs related to the school day are reduced and associated barriers to participation mitigated?

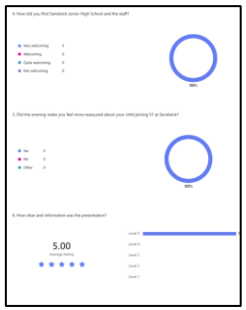
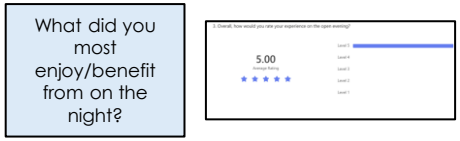


Sandwick Junior High School
Standards & Quality Report
School Improvement Plan
2026 – 2027

Priority 1 2025 - 2026: Strengthen Additional Support Needs (ASN) provision to improve equity, access and outcomes.

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
1. Learners with ASN experience consistent, appropriate support across SJHS 2. ASN support is aligned to identified need, not used as a default response to behavior 3. Learners will have high-quality, appropriate ASN Documentation with relevant timescales and reviews 4. Staff confidently use ASN documentation to support progress and wellbeing 5. Learners understand, at an appropriate level, how they are supported 6. Families experience clearer, more consistent communication 7. Teachers will confidently embed universal ASN Support in all classrooms This will ensure - • Learners with ASN receive consistent, needs-led support across SJHS, underpinned by high-quality documentation, clear timescales, and regular review. • Staff confidently and consistently use ASN information to embed universal supports, promote progress and wellbeing, and avoid ASN being used as a default response to behaviour. • Learners and families have a clear understanding of support arrangements, resulting in improved communication, shared expectations, and stronger partnerships.	• SMT undertook an audit of ASN learners and associated documentation. April 2026. • All ELC, Primary and Secondary learners with IEPs have had these evaluated at Term 2,3, & 4 and targets revised in collaboration with class teacher and wider professionals where required. Then shared with families. • Greater partnership working with wider agencies through professionals' meetings and IEP moderation. • Self-evaluation of teacher's confidence and use of universal support to outline training needs, 95% of teachers sharing they are 'somewhat' confident with universal support but would benefit from training, further discussion and resourcing: T:\PLANNING FOLDER\Teaching Staff\Teaching Staff Meetings\Term 3\12.3.26\Menti Feedback • Collaborated to develop Universal Support at Sandwick Standard for all teachers: T:\PLANNING FOLDER\Teaching Staff\Teaching Staff Meetings\Term 3\12.3.26\Universal Support • CIRCLE Training during In-service event. • CIRCLE Framework of classrooms: T:\PLANNING FOLDER\Teaching Staff\SIP\Priority 1 • Assistive Technology Training with Central Inclusion Teacher – 3 sessions. In class input using assistive tech. Individual and small group input through targeted approaches. • POLLI Observation cycle with teaching staff focus on SIP priority 1 and universal support. Review of high level messages and key take aways. • Targeted intervention literacy, numeracy and nurture groups in place across primary daily reviewed by SMT and class teachers. Developing across secondary department. • More consistent ASN staffing timetable with allocated key relationships for pupils with supporting LSW. • Teachers using pastoral notes on SEEMIS to contribute to a holistic chronology to inform children's support requirements. • NAIT training for ELC and Primary undertaken by some staff.	• Allowed a clear picture of learners with identified and emerging need to be outlined and a revised Child's Plan tracker to be developed. Leading to an increase in Child's Plans reviews with 97% being reviewed within the 12-month timescale. • Staff praised targeted interventions for primary across Terms 1-4 and for secondary across term 3-4. They have noticed an increase in children's attainment due to these interventions. A request for further interventions related to attendance, nurture and literacy is required across 26-27. • Inconsistency in ASN staffing was reported by teachers as one of the biggest areas for ongoing concern, as it places additional pressures on children. • Staff reported that ASN classroom spaces are not used effectively and at times contribute to learner dysregulation. • Staff questionnaire excel available here: O:\SMT	1. Review of documentation formats in line with local authority and national guidance is required to further strengthen and ensure consistency as well as supporting a shared understanding. This will feature in our SIP priority 1 for 26-27. 2. Develop strategies for greater involvement of pupil voice throughout our documentation as the golden thread that ties it together, in addition to developing a 'My Meeting' format for Child's Plan Meetings. This will feature in our SIP priority 1 for 26-27. 3. Moderation of ASN documentation (IEP, Child's Plans, CPIs) both to ensure high-quality consistent approaches to developing and review and to ensure staff confidently use ASN documentation to support progress and wellbeing. This will feature in our SIP priority 1 for 26-27. 4. Robust system of tracking information sharing with families, including Child's Plan standardised invitations, sharing of IEP/Passport/CPIs, opportunity. This will feature in our SIP priority 1 for 26-27. 5. Opportunities for family learning to strengthen equity, access and outcomes for our learners through a joined approach between home and school. This will feature in our SIP priority 1 for 26-27.

Priority 2 2025 - 2026: To improve consistency in tracking, monitoring and transitions.

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
1. Learner progress is consistently tracked and beginning to be understood across SJHS 2. Staff have developing understanding and confidence in shared tracking and monitoring systems 3. Transitions between classes, stages and settings are smoother and better informed 4. Transitions between Primary 6/7 to Secondary within SJHS and across the cluster improve. 5. Requiring support / challenge and additional needs are identified earlier and supported	Development of ELC-P1, P7-S1 transitions through: • Revision of transition handbooks • Revision of transition calendar • Prompt information sharing at Future S1s Open Evening and at the end of Term 3. • Enhanced transitions developed alongside wider agencies at Child's Planning meetings and embedded within IEP targets. Family input to support design of enhanced transition. • Development of transition tracker for the South Mainland P7s to ensure effective sharing of information ahead of transition days. • Development of 26-27 STEM plan for cluster opportunities with feeder primaries through partnership meeting. • SMT have developed alongside Shelia Marshall at Barrhead Academy in Renfrewshire a Tracking and Monitoring System to embed across SJHS for 2026-2027. • Initial good practice in tracking and monitoring has been established in Primary and ELC as recognised in recent SIV inspection and Care Inspectorate. Head Teacher focus area for Into Headship Standard has been the challenge of ensuring continuity, belonging, and confidence of experience for learners transitioning between educational settings within rural island contexts. With a particular focus on S1.	• 66% of P7 pupils across the South Mainland cluster chose to continue their S1 education at Sandwick Junior High School in 2025/26 (25 of 38 pupils) • P7–S1 Parent/Carer Questionnaire: Parent/carer feedback demonstrated high levels of confidence in the transition process, with families reporting that young people felt prepared for their move to secondary school. Improved communication, information-sharing and enhanced transition arrangements contributed to increased confidence and reassurance for learners and their families. • Cluster Headteacher Feedback: Both cluster Headteachers rated the overall P7–S1 transition experience as 5/5 following the 2026 transition programme, compared with 3/5 previously. Feedback highlighted improved communication, increased visibility and approachability of SJHS staff, a more nurturing approach and tailored enhanced transition for learners with additional support needs. • Future S1 Open Evening gave learners the chance to explore SJHS S1 with their families and to ask questions ahead of decision making. See parent/carer feedback:   What did you most enjoy/benefit from on the night? The subjects on offer, and the daily timetable outline Introducing staff members and hearing from pupils Information about the support offered to pupils Hearing about aspects of the school day, activities children can be involved in, support available including transition timetable, explaining lunchtime choices It was lovely to hear all the facts about the school and the teacher and pupil experiences. • Staff noted a major enhancement in P7 and P1 transition. Sharing this has supported them with K&U of new learners, through thorough transition documentation and a consistent whole school system. • Staff in Primary and ELC reported increased development of their professional judgement through enhanced tracking and monitoring systems. Secondary staff have requested a consistent approach across secondary and more opportunities for moderation and verification to inform professional judgement. • Parent Council Questionnaires –How well do you think transition activities and experiences have supported this years P7 to S1 so far? 56% extremely well & 44% somewhat well. • How strongly do you agree that SJHS provides a positive and supportive transition experience for children moving from P7 into S1? 56% strongly agree, 44% agree. • How important is it to you that children are able to remain within their local	• Embed Tracking and Monitoring Approaches developed alongside Shelia Marshall at Barrhead Academy in Renfrewshire across SJHS for 2026-2027. This will continue as a SIP area for session 2026-2027. • Include within teaching staff Working Time Agreement (WTA) 26-27 3 tracking and monitoring meetings with SMT to model use of T&M approaches. This will feature on our SIP for session 2026-2027. • Strengthen existing practice in ELC and Primary for Tracking and Monitoring. Allowing opportunities for moderation of ACEL within Sandwick and across the cluster. This will feature on our SIP for session 2026-2027. • Embed key tracking and monitoring periods into the Quality Assurance Calendar for 26.27. • Decrease the number of placing requests at S1, through earlier transition experiences across second level, develop confidence in the South Mainland Cluster in SJHS and its leaders. This will feature on our SIP for session 2026-2027.

Priority 3 2025-2026: To enhance ELC partnerships with parents/carers.

What were our outcomes?

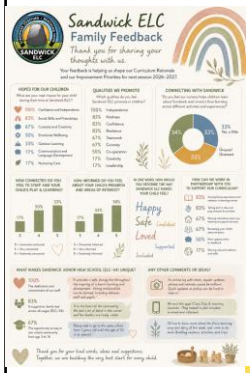
1. All parents/carers offered to attend a minimum of 6 whole ELC events (stay & play, bookbug, Christmas event) which allow for families to join their children in the ELC to play and share in their learning.
2. A minimum of 3 parent/carer reviews of personal plans yearly.
3. A minimum of 3 opportunities for learning stories to be shared with home and for parents/carers to input 'at home' comments.
4. Offer of optional parent/carer appointment with the ELC teacher and Senior Practitioner in Term 2 for all and Term 3 for deferral discussions.

This will -

- improve child wellbeing
- strengthen child-parent/carer relationships
- Strengthen parent/carer relationships with staff and the ELC setting
- equip staff to meet children's needs by having regular opportunities for personal plans and learning stories to be reviewed.

What did we do?

- Offered termly stay and plays for the whole ELC.
- Additional offers of Christmas events, bookbug etc
- Each term parent/carer feedback was sought and summaries provided to parents/carers. As part of our ongoing Quality Assurance and Self-Evaluation, feedback was used to inform future partnerships with parents.
- Optional parent/carer appointments were provided and well attended and parents/carers felt deferral discussions were useful.
- Learning stories were not shared with home formally although they are always available to take home. This was in part due to our changes to out learning stories.





What was the impact on learners?

The recent Care Inspection reflects rated the nursery Very Good for both *children thriving and developing in quality spaces* and *children playing and learning*, while identifying family relationships and partnership as a strength.

- Direct Quotes from report reference impact on learners: Parents and carers felt welcomed and valued. Inspectors found that positive relationships had been developed with families, with parents/carers feeling welcomed into the setting. This helped create a warm, inclusive environment around the children.
- Families had opportunities to influence the service. Staff gathered families' views through ongoing informal conversations and questionnaires. This meant parents/carers could contribute their perspectives and help inform changes and improvements within the nursery.
- Partnership working supported positive change. The report states that the service recognised the importance of working in partnership with children and families to support positive change. This indicates that parental involvement was not simply information-sharing; it contributed to the setting's improvement work.
- Children benefited from more responsive experiences. The nursery was evaluated as Very Good for *Children play and learn* and *Children thrive and develop in quality spaces*. The inspectors found that learning and play opportunities were engaging, meaningful and responsive to individual children's needs and interests. Partnership with families helped staff understand children's needs and interests and use this knowledge in their practice.
- Families' knowledge complemented children's voices. Children's views were gathered through daily conversations and their involvement in planning, while families contributed through dialogue and questionnaires. Together, these approaches helped the nursery develop experiences that were responsive to the children.
- There was scope to strengthen partnership further. The nursery planned to review its vision, values and aims in consultation with children, families and staff. This would give parents/carers an even stronger role in shaping the future direction of the service and help everyone develop a shared understanding of its aim

What are the next steps and how do you plan to evidence the impact of further actions required?

1. Continue to enhance partnerships with parents to ensure we are working together to improve outcomes for children in the ELC through:

-Reviewing and co-developing personal plans

- Termly Stay & Plays
- Sharing learning and achievements from home in learning stories.
- Opportunities for two optional parent/carer appointments with ELC teacher and Manager to report on progress and achievement as well as to discuss support and next steps.

Part of our core practice going forward but will feature on SIP 26-27 for embedding time.

2. Forster a culture of Family learning through:

- Partnership events and courses with Shetland Family Centre, Adult Employability Pathway, Shetland Library and wider partners.
- Sharing learning focus cycles with parents/carers and offering a short family learning informative session as part of stay and plays.



Sandwick Junior High School
School Improvement Plan
2026 – 2027

Pupil Equity Fund (PEF) – Planning and Reporting – *Raising Attainment*

PEF Planning

Prompt Questions

How confident are we that our interventions and approaches, whether universal or targeted, are leading to improvement? How effectively do we change our approaches if they are not having the intended impact?

Are we using a wide range of data including demographic, school processes, pupil learning and perceptions?

If we are having difficulty recruiting additional staff, how are we considering alternative approaches and creative solutions?

To what extent are we considering and ensuring long-term sustainability as part of our planning to achieve equity?

Project/intervention: Whole School Assessment: GL Assessment to enhance targeted approaches to intervention support and to develop a shared approach to Tracking and Monitoring children's progress.

What data/evidence informs this? (what is your gap?)

- Overall literacy ACEL is significantly below the LA stretch aim by 14% in primary and 20% in secondary for literacy.
- For numeracy it is significantly below the LA stretch aim by 20% in secondary and 22% in primary.
- However, progress has been made in attainment over 25-26 in P1-4 and P4-7.
- 58% of learners at Sandwick have an identified additional support need.

Pupil Equity Fund (PEF) – Planning and Reporting – *Raising Attainment*

Planned Outcomes	Details of project/intervention	Resources and Lead Person	Measures of Impact on Learners
• Assessment Calendar feature a cycle of NGRT/NGST/NGMT A, B, C. SNSA, formative assessment and summative assignments. • Resourcing where required. • Increasing teacher professional judgement of ACEL, enhancing learning and teaching and targeted supported. • Better outcomes for learners.	• X3 yearly cycle of assessment of Maths, Reading, Spelling and PASS. • Data will be analysed and shared collegiately to ensure that planned support is targeted and appropriate. • Comparison data will be taken upon completing NGRT/NGST/NGMT A, B, C. This will demonstrate trends, patterns, progress and inform next steps for planning and targeted support. • Tracking and monitoring discussions will be richer as professional judgement is expanded with a wide variety of data.	GL Assessment SMT Leading with staff collaboration SFL Teaching and support team Targeted Interventions for literacy and numeracy Resources for interventions or improving attainment will be purchased using PEF.	• Comparable data will demonstrate gains through targeted interventions with more learners on track or bridging the gap to be on track in ACEL data. • Targeted SFL support will have a measurable impact on learners as it will be well planned and evaluated regularly.

Priority 1: Strengthen ASN Provision Through Consistent Practice, Learner Participation and Measurable Impact

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; **Reduce the number of children and young people affected by poverty;** **Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.**	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:

58% of learners at Sandwick have an identified additional support need.
Data from teacher questionnaires

QIO Improvement Visit identified inconsistent use of IEPs across the school with only a small number of secondary learners having an IEP. Feedback highlighted inconsistent use of embedding ASN documentation within mainstream classrooms.

Staff average rating is 3/5 for confidence in meeting ASN needs universally and through targeted support.

Planned Outcomes

1. Consistent high-quality ASN documentation is developed in line with local and national guidance.
2. ASN documentation is consistent across Senior Leadership Team with clear focus on learner aspirations and wellbeing.
3. Learners and families are partners in planning, reviewing and evaluating support.
4. Teaching staff confidently use universal support across all classrooms.
5. ASN interventions are routinely evaluated against agreed success criteria and measured through assessment to track impact.
6. Learners with ASN demonstrate improved attendance, attainment, engagement and wellbeing.
7. ASN spaces are purposeful, well resourced and expectations for use are clear and proportionate.
8. Staff knowledge and understanding of how to support our learners with complex needs is emerging through professional learning and awareness raising.

Measures

- Implement termly moderation of IEPs, Child's Plans and CPIs.
- Develop ASN quality audit tools linked to HIGIOS 4 2.4 Personalised Support.
- Use moderation to identify professional learning needs.
- Track completion and review timescales using school wide Children's Planning Tracker.
- Introduce a revised 'My Meeting' and learner self-evaluation tools to ensure learner voice at the heart of documentation.
- Gather evidence of the impact of targeted intervention and targeted support.
- Enhance and re-evaluate ASN teaching and learning spaces across the school using CIRCLE, to allow for sensory spaces, heavy lifting, teaching spaces and social space.
- GL Assessment – Pass assessment, Wellbeing Indicators, Literacy and Numeracy Assessments.
- Intervention support is provided across Primary and Secondary and is targeted to learners who require support to achieve expected outcomes. This is tracked to measure impact.

What will success look like?

SLT will have a shared understanding of children who require ASN documentation, Child Plan leads and dates for review. These will be undertaken and appropriate documentation updated.
All children with an identified support for learning need will receive appropriate support and be actively involved in influencing their support with learner voice evidenced across our documentation.
A culture of inclusion is evidence across the school, with all staff taking collective responsibility for meeting the needs of learners with ASN needs.
ASN spaces are purposeful, inclusive and well-resourced, with clear expectations that support learners effectively and proportionately.
Learners with ASN demonstrate increased attendance, attainment and engagement, participation and wellbeing.

Monitoring priority progress over time: impact on learners:

- Termly audits of ASN documentation which is then moderated at ASN teaching meetings.
- Increased attendance and participation.
- Staff self-evaluation shows increased confidence, consistent use observed in practice.
- Staff and learners report effective use of spaces, and these are maintained and used appropriately.
- SIV Feedback.

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
• ASN Documentation in place for every ASN pupil. • Senior leaders have completed initial QA activities to ensure documentation aligns with local and national guidance. • Learner aspirations and wellbeing are clearly reflected in planning and review. • Universal Support at Sandwick is beginning to be implemented consistently across classes.	• ASN Documentation is embedded across the school, showing consistency in approach. • Senior leaders are using a shared QA approach. • Learners and families actively contribute to planning, review and evaluating support. • ASN spaces are used appropriately and are high quality. • Success criteria is set and data collated to review effectiveness of interventions.	• A shared approach across the SLT ensures learner aspirations and wellbeing are central to all ASN planning documentation. • Learners and families are genuine partners in decision-making. • ASN interventions demonstrate measurable impact in attainment. • SIV's reflect consistent progress in ASN. • Stake holder self-evaluation demonstrates increased K&U, skills and
What happened? What did we see?	**What happened? What did we see?**	**What happened? What did we see?**
What are our next steps?	**What are our next steps?**	**What are our next steps?**
End of Session Summary of Progress and Impact		

Priority 2: Tracking & Monitoring

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; **Reduce the number of children and young people affected by poverty;** **Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.**	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:

ACEL Data: P1, P4, P7, S3

- Overall literacy ACEL is significantly below the LA stretch aim by 14% in primary and 20% in secondary for literacy.
- For numeracy it is significantly below the LA stretch aim by 20% in secondary and 22% in primary.
- However, progress has been made in attainment over 25-26 in P1-4 and P4-7.
- Staff have shared feedback that shares a need for clear tracking and monitoring system across all stages. Consistent use of SEEMIS, more regular tracking meetings to identify pupils requiring support or challenge. Greater opportunities for moderation and verification.
- Clear progress pathways and continuity of planning and assessment to ensure professional judgement is informed.
- Increased SLT oversight and monitoring of teaching and learning through observations of teaching.

Planned Outcomes

1. Tracking & Monitoring format in place for whole school.
2. Moderation and verification opportunities within school and across the cluster.
3. Tracking information is used proactively to support learner attainment and wellbeing.

4. Quality Assurance calendar outlines opportunities for tracking and monitoring discussions, teaching and learning observations and moderation/verification.

Measures

- Staff training on the use of tracking and monitoring system.
- Regular tracking meetings and opportunity for professional dialogue.
- Consistent use of SEEMIS pastoral notes and progress data.
- Moderation/verification included in QA calendar and WTA.
- Cluster moderation event held with a focus on literacy.
- Progression pathways and shared assessment materials are developed collaboratively across departments and evidence of consistent use leads to increase confidence in ACEL.
- Interventions and targeted support programmes are monitored and reviewed.

What will success look like?

- Tracking & Monitoring meetings take place termly.
- Moderation and verification opportunities are embedded within WTA and cluster working.
- Staff evaluations demonstrate increased confidence in using tracking data to inform planning and interventions.
- Learner needs are identified early, resulting in improved continuity, attainment and wellbeing outcomes.
-

Monitoring priority progress over time: impact on learners

- Termly SMT Quality Assurance Activities.
- Learning conversations and staff feedback to evaluate confidence, training needs and implementation.
- Regular tracking meetings involving class teachers.

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
• Tracking and Monitoring cycle will have been complete with all teaching staff and discussions with a member of SLT. • All S1-4 pupils will have received a tracking report home. • Tracking and Monitoring will directly inform additional support from SFL teaching staff and measures will ensure data is gathered to support progress and next steps.	• Tracking and Monitoring cycle will have been complete with all teaching staff and discussions with a member of SLT. • Staff will share that they are increasingly familiar with the new secondary tracking system. • Opportunities for moderation of ACEL will be provided for all teaching staff. • Tracking reports will go home for senior phase pupils and support informing next steps for National 5s. • Use of data will be emerging across planning and learning and teaching approaches.	• Tracking and Monitoring cycle will have been complete with all teaching staff and discussions with a member of SLT. • Staff will share that they are confident with the new secondary tracking system. • Tracking and Monitoring discussions will strengthen professional dialogue and staff's understanding of ACEL. • Interventions and targeted support will directly reflect tracking and monitoring data and will aim to demonstrate progress. • Use of data will be evident across planning and learning and teaching approaches.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Priority 3: Attendance

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; **Reduce the number of children and young people affected by poverty;** **Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.**	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:

Local Authority stretch aim:

Sandwick Stretch aim for 26/27: 90% overall (95% primary, 85% secondary)

SJHS Current Attendance percentages:

Overall: Primary 92% Overall Secondary 82.5%

Local Authority Managing Attendance Policy.

Attendance remains the biggest area of concern for teaching staff. With this resulting in gaps in teaching and learning.

Planned Outcomes

- SEEMIS Codes – unauthorised holidays/non-attendance
- Procedural Approaches – New secondary sign in and sign out approaches
- Shared expectations of school – attendance promise
- Partnership working
- Family learning of attendance
- Family support – adult pathway
- Identifying individual pupil needs

Measures

Promise Award Engagement

Head Teacher to continue to participate in the Cluster Promise Group

UNCRC Up holding Children's Rights

What will success look like?

- Improved attendance, overall increases across the school with a reduction in persistent absence and non-attendance. In Primary our Stretch aim is to increase to 95% across session 2026-2027 and for secondary 85% with an average overall school attendance of 90%.
- Consistent procedures: All staff consistently use the agreed SEEMIS attendance codes and follow the new secondary sign-in/sign-out procedures.
- Clear shared expectations: Pupils, parents/carers and staff understand the school's Attendance Promise and know what is expected of them.
- Earlier intervention: Attendance concerns are identified at an earlier stage, with appropriate support offered before patterns of absence become established.
- Improved family engagement: Increased engagement with families around attendance, including family learning opportunities and appropriate adult pathways/support.
- Individualised support: Pupils experiencing barriers to attendance have an identified plan and access to appropriate support.
- Stronger partnership working: School, families and partner agencies work collaboratively to address barriers to attendance.
- Pupil voice and rights: Pupils are involved in discussions about attendance and their views are considered, in line with UNCRC and children's rights.

Monitoring priority progress over time: impact on learners

- Monthly attendance bulletins to staff and termly to our families
- Review patterns and consistency in coding and application of procedures.
- Attendance meetings with key families.
- Review partnership working and impact on our key families

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
• A clear baseline picture of attendance established, including persistent absence, unauthorised absence and key groups/pupils requiring support. • Consistent SEEMIS Coding across the school through crew groups and clerical coding. • Consistent understanding of the revised pupil sign in and sign out procedure. • Increased attendance for all learners as a whole but also for our key families. • Pupil feedback that reflects attendance related support and improvements	• The Attendance Promise launched, with pupils and families understanding the school's expectations. • Pupils with emerging attendance concerns identified earlier through regular monitoring. • Individual attendance support plans in place for identified pupils, with appropriate partners involved where required. • Evidence of family engagement through meetings, family learning and support pathways. • Attendance data showing an early positive trend, particularly for targeted pupils.	• A sustained improvement in overall attendance compared with the baseline established at the start of the year. • A measurable reduction in persistent absence and unauthorised absence. • Attendance procedures fully embedded and consistently applied across the school. • The Attendance Promise established as part of the school's culture, with pupils, staff and families able to articulate the shared expectations. • Earlier identification and intervention resulting in fewer pupils moving into persistent absence. • Targeted pupils demonstrating improved attendance and engagement, with evidence that individualised support is making a difference. • Increased and sustained family engagement with attendance support. • Stronger evidence of effective partnership working where attendance barriers require additional support. • Pupils reporting that they understand why attendance matters and feel listened to when barriers are affecting their attendance. • Evidence that children's rights and pupil voice are informing attendance decisions and support.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Priority 4: Learning Teaching & Assessment

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; **Reduce the number of children and young people affected by poverty;** **Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.**	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:

ACEL Data is below the local authority stretch aim of:

- SEE Page 2 Data
- SIV Comments O:\SMT\25-26\SIV
- Teacher SIV questionnaire O:\SMT\25-26\SIV

Planned Outcomes

- All teaching staff will participate in the Northern Alliance Building a Shared Understanding Framework participating in the individual self-evaluation tool.
- SMT will analyse this data and use it to co-create a standard for high-quality LTA across Sandwick. This will form the basis of our moderation of classroom practice.
- Focus learning and teaching approaches for the term across the school.
- In line with tracking and monitoring and evaluating senior phase data from session 2025-2026.

Measures

- Complete toolkit Data
- Access professional learning opportunities with teaching staff
- Introduce Shetland Standard: Learning, Teaching and Assessment
- Embed focus LTA pedagogy in QA calendar
- Track LTA Pedagogy through moderation of classroom practice.

What will success look like?

- Consistent high-quality learning, teaching and assessment processes evidenced across the school as part of our quality assurance and school improvement visits.

Stretch aims:

Literacy P1,4,7 – 78%

Numeracy P1,4,7 – 80%

S3 Literacy – 86% (third level better)

S3 Numeracy – 93% (third level or better)

National 5 Aim: We want every S4 pupil to leave with at least 1 National 5 qualification.

Monitoring priority progress over time: impact on learners

- Increased ACEL data achieving the local authority stretch aims:

Literacy P1,4,7 – 78%

Numeracy P1,4,7 – 80%

S3 Literacy – 86% (third level better)

S3 Numeracy – 93% (third level or better)

National 5 Aim:

S4 Maths – Achieve Nat 5 Apps or Maths – 50%

S4 English – Achieve Nat 5 – 70%

Priority 4: Learning Teaching & Assessment

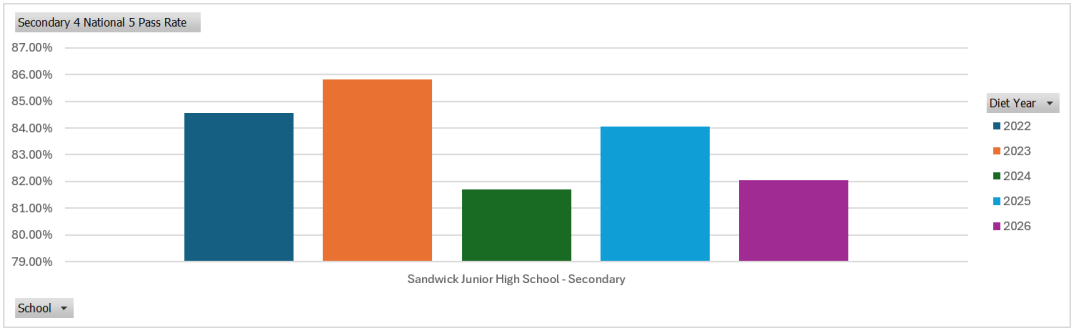
Continuation from previous year? Y/N

Data – Primary & Secondary ACEL Data

Data – Secondary National 5 Data

Sum of Attendance %	Column Labels												
Row Labels	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	Grand Total
Sandwick Junior High School - Primary	87.19%	96.52%	96.12%	95.03%	97.79%	90.03%	83.44%						92.06%
Sandwick Junior High School - Secondary								86.61%	73.66%	83.56%	84.93%	100.00%	82.56%
Grand Total	**87.19%**	**96.52%**	**96.12%**	**95.03%**	**97.79%**	**90.03%**	**83.44%**	**86.61%**	**73.66%**	**83.56%**	**84.93%**	**100.00%**	**87.57%**





Year	Sandwick	Scotland	Sandwick difference
2022	~84.5%	**81.6%**	**+2.9 pp**
2023	~85.8%	**78.9%**	**+6.9 pp**
2024	~81.7%	**77.3%**	**+4.4 pp**
2025	~84.0%	**78.5%**	**+5.5 pp**
2026	~82.0%	—	—

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
• Term 1 and 2 interventions are targeted and evidence improvement in attainment and potentially attendance increases. • Support for learning staff including teachers have clear remits with regards to universal and targeted teacher support. • Moderation of classroom practice evidences initial emerging strengths in LTA techniques. • Data for Northern Alliance toolkit is complete.	• Predicted grades for S4 are increasingly accurate and targeted support is planned for and measured using data. • Moderation of classroom practice evidences consistent strengths in LTA techniques. • The Shetland Standard for LTA is beginning to be used in moderation and quality assurance discussions. • ACEL data percentage point difference is closing.	• Attainment data across the school is measurable and there are clear patterns and upwards trends. • Moderation of classroom practice and SIV feedback demonstrates consistent high quality practice with a drive to continue to improve.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Priority 5: To strengthen family engagement and family learning opportunities, enabling parents and carers to actively support children's learning and development at home and within the nursery setting.

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; **Reduce the number of children and young people affected by poverty;** **Keep the promise by ensuring that care-experienced children and young people receive support they can rely on.**	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:

- 77% of our families feel connected to their child's ELC and the staff.
- 68% feel informed about their child's learning and play.
- 100% of families feel family learning should be a priority, with 80% feeling stay and plays and collaboration of personal plans/learning stories are an ongoing priority.
- 93% of families felt they would like to see the setting move to more regular sharing of learning, play and focus areas through using a private Glow Blog than face book.

Planned Outcomes

1. Increase parental engagement by improving attendance at family events and family learning workshops.
2. Developing a stronger communication and information sharing between home and ELC.
3. Involve families in planning and evaluating learning experiences.
4. Improve outcomes for children through family learning with a focus on emergent literacy and communication and promoting children's wellbeing and independence.
5. Further promote strong partnerships with partner agencies and wider professionals.

Measures

- Termly family learning sessions alongside stay and play experiences.
- Provide home information regarding key learning focus areas and song/story of the week.
- Through our partnerships offer workshops in promoting wellbeing, emergent literacy skills and independence.
- Move to an ELC private glow blog to share updates on learning and play and information sharing.
- Termly family learning story excerpts.
- Increase parent/carers opportunities to engage in family learning through parenting courses and adult employability pathway support.

What will success look like?

- Increased attendance at family learning events. High levels of parent/carer participation in children's learning stories and personal plans.
- Positive feedback from our families. Improve outcomes in emergent literacy and health and wellbeing education, measurable through tracking and monitoring and auditing of developmental overviews.
- Evidence in our School Improvement Visits, Care Inspection Feedback and audits of strong family partnerships.

Monitoring priority progress over time: impact on learners:

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
• 80% of families will have attended at least 1 family learning event. • 100% of families will feel an increased awareness of their child's key literacy, numeracy, developmental overview focus areas. • 75% of children's learning stories will include at least one excerpt of learning from home.	• At least 3 family learning experiences will have been offered to our families. • 90% of families will feel an increased understanding of their child's progress and next steps through reporting and partnership of personal planning and learning stories. • Our planning sheets, audits, observations, self-evaluation from stakeholders and glow blog will reflect a strong commitment to family learning.	• Sandwick will host an Under 5s Family Learning Event in partnership with wider professionals, family learning teams. At least 90% of our families will attend with 100% of families who attend feeling it was a beneficial experience that contributed to their knowledge and understanding of how to support literacy, numeracy and wellbeing at home.
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		



Sandwick Junior High School

Principal Teacher Department Plans

2026 – 2027

Pupil Support Department Improvement Plan – Priority:

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; **Reduce the number of children and young people affected by poverty;** **Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. (highlight as appropriate)**	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person

Monitoring priority progress over time: impact on learners

What will success look like?

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Support for Learning Department Improvement Plan – Priority:

Continuation from previous year? Y/N

Directorate Priorities	NIF Priorities	Leadership and Management	Learning Provision	Successes and Achievements	ELC
Improve wellbeing, learning and inclusion outcomes for children and young people with additional support needs; **Reduce the number of children and young people affected by poverty;** **Keep the promise by ensuring that care-experienced children and young people receive support they can rely on. (highlight as appropriate)**	• Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy.	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning	Leadership Children thrive and develop in quality spaces Children play and learn Children are supported to achieve

Data/evidence that informs this priority:	Planned Outcome	Measures	Resources and Lead Person

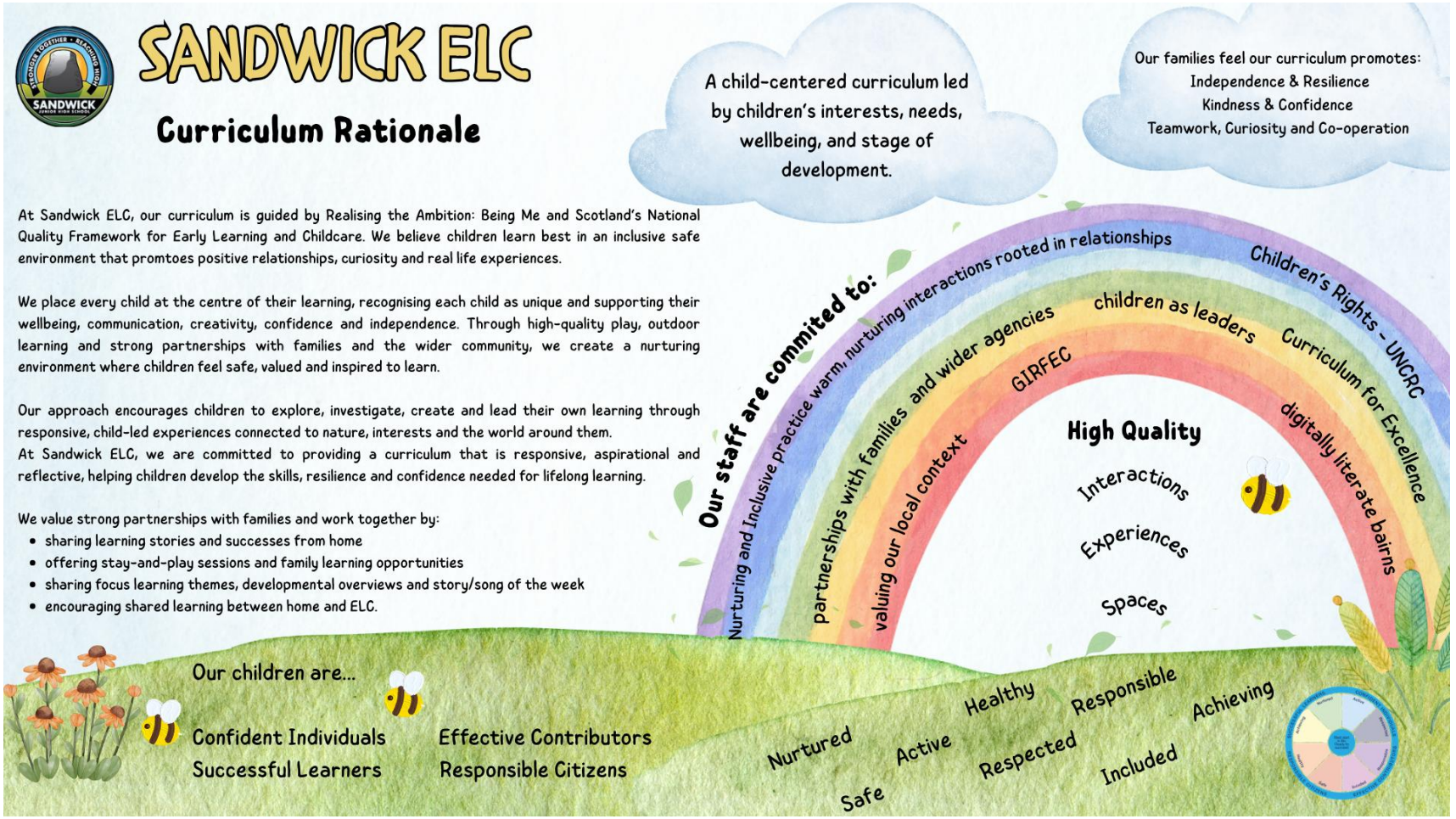
Monitoring priority progress over time: impact on learners

What will success look like?

By the end of November, we expect to see	By the end of February, we expect to see	By the end of May we expect to see
What happened? What did we see?	What happened? What did we see?	What happened? What did we see?
What are our next steps?	What are our next steps?	What are our next steps?
End of Session Summary of Progress and Impact		

Sandwick ELC

Action Plan 2026-2027



ELC Priority 1: To develop high quality spaces, experiences & interactions outdoors

Continuation from previous year? Y/N

Quality Indicator	Areas for Improvement	Action	By Whom	Timescale	What have we done?
2.2 Children experience high quality facilities. 1.3 Play and Learning. 2.3 Learning, Teaching and Assessment	To enhance outdoor spaces To enhance quality of outdoor play experiences and interactions	• Audit outdoor spaces using A4-Audit-Outdoor-2021-v2.pdf • Increase the availability of open-ended and loose parts resources to encourage creativity, problem-solving and imaginative play. • Use a Mosaic Approach to gather children's views, ideas and preferences about the outdoor environment, ensuring their voices influence the planning and development of outdoor spaces. • Look into possible funding avenues to help support the purchase of resources/ materials to our outdoor area. Fundraising/LTL Grant. • Identify how to enhance experiences in the outdoor community spaces such as the Community Garden & Beach by developing an outdoor classroom 'pack' that is transportable to different outdoor spaces.	Whole ELC Team		
1.3 play and learning. 2.3 learning, teaching and assessment. 3.2 leadership of learning. 4.1. staff skills, knowledge and values.	To continue to develop High-Quality Outdoor Learning and Teaching interactions with children that is relevant to their age and stage of development	• Provide professional learning opportunities for staff with a focus on outdoor pedagogy and curriculum delivery outdoors. • Management team to audit/observe staff engaging in spontaneous play outdoors to support children's learning and provide feedback. • To develop risk assessments and policies to support the opportunities for children to access snack/ eating outdoors. • As a staff team use the Scottish government Out to Play/ space-to-grow-and-thrive.pdf documents to help identify how to develop our outdoor learning spaces. , • To reach out to outside agencies to visit the ELC to provide learning opportunities for staff and children e.g. RSPB • To promote family learning opportunities outdoors, where families can participate in play, exploration and shared experiences with their child.	Whole ELC Team RSPB Experiences Family partnerships		
1.3 Play and learning. 2.2 children experience high quality facilities. 2.3 Learning teaching and assessment.	To develop challenge, risk and nature-based learning opportunities across our outdoor learning environments.	• Review risk-benefit assessments to ensure children experience appropriate levels of challenge in their play. • Increase opportunities for den building, climbing, balancing, tool use and other managed risk experiences. • Develop gardening and nature projects that encourage responsibility and environmental awareness. • Ensure we are creating/ supporting all weather learning opportunities – investigate funding opportunities to purchase fleece waterproof gloves/ balaclavas for all children within the setting to promote outdoor learning even in poorer weather.	Whole ELC Team Potential funding streams.		

ELC Priority 2: To enhance learning and play with digital technologies

Continuation from previous year? Y/N

Quality Indicator	Areas for Improvement	Action	By Whom	Timescale	What have we done?
1.3 Play and Learning. 2.3 Learning teaching and assessment 3.1 Quality assurance and improvements are well led	To enhance children's learning through meaningful digital experiences.	• Audit our current digital resources and identify gaps within our setting – using the DIGITAL EARLY YEARS Audit & Guidance FINAL.docx • Introduce more age-appropriate digital technologies across the learning environment (programmable toys/ tablets for storytelling, digital microscopes/ projectors/ photography/technology to enhance provocations) • Create a digital strategy with staff team. • Gather children's views on digital experiences and use this feedback to inform future planning.	All ELC Staff.		
1.1 nurturing care and support 1.3 Play and learning. 2.3 quality of care support and intervention. 3.1 Quality assurance and improvements are well led.	To strengthen communication with families through the use of digital technologies.	• Move away from sharing learning through facebook to a password protected GLOW account to make leaning more accessible for all families. • Ensure all staff members have a GLOW account and know how to access this. • Staff training around how to use and upload onto the GLOW account. • Introduce the use of QR codes within our family information wall with links to our story/ song of the week/ videos of learning within the setting. • Encourage families to access and engage with GLOW by providing guidance and support sessions through family learning opportunities. • Gather feedback from families on the accessibility and usefulness of digital communication methods through Microsoft form questionnaires.	DHT to set up Manger to Tracy Langly		
4.1 Staff skills, knowledge and values. 1.3 Play and learning. 3.2 leadership of play and learning.	To develop staff knowledge and awareness of digital technology and how this can support play and learning.	• Complete a self evaluation around staff confidence/ use of digital technology within the environment. • Within staff meetings identify short periods of time to access iPad – Bitesize Videos – SBC Early Level Portal to develop staff awareness and confidence in using a variety of apps/ technologies and how we can use them within the setting to enhance learning.			

ELC Priority 3: To develop trauma informed, inclusive, caring practice

Continuation from previous year? Y/N

Quality Indicator	Areas for Improvement	Action	By Whom	Timescale	What have we done?
5.1 how well is our care planned. 1.1 Nurturing care and support. 4.1 children and young people experience high-quality facilities.	To develop a consistent trauma-informed approach across the setting.	• Provide whole-team professional learning on trauma-informed practice and attachment theory. • All staff to complete trauma informed practice on i-learn/ EYS trauma informed practice on SSSC • Develop a shared understanding of nurturing principles and consistent language across the setting. • Staff to complete/ refresh knowledge of nurture principles- Nurture – SBC Early Level Portal • As a staff team review our daily routines to ensure they are predictable, supportive and reduce anxiety for all children within the setting. • Use reflective practice sessions to explore and improve responses to children's emotional needs. • Arrange opportunities for outside agencies to provide training for the whole team around nurture and trauma informed practice.	PSHV Support I-learn All ELC Staff All ELC Staff All ELC Staff		
2.2 children experience high quality experiences. 1.3 Play and Learning 2.3 Learning teaching and assessment.	To reflect on our environment and create an inclusive environment that supports all children.	• Audit indoor and outdoor environments to ensure they are inclusive, accessible and supportive for all children using quality framework. • Further develop our learning spaces to ensure flexibility that allows us to support regulation, sensory needs and different learning styles e.g. dens to retreat to if children are needing quiet/ private place to retreat into. • Provide a range of open-ended resources that reflect diversity, culture and identity of all our children. • Embed universal supports across our setting and that all staff feel confident and supported with these. • Management staff to regularly observe interactions/ support plans in place to ensure they are being used by all staff and that they are relevant and supportive. • Management staff to use the Up-up-and-away document to look at our ELC setting and how to support all children within it.	All ELC Staff		
2.7 Partnerships 1.2 people get the most out of life 1.1 people experience compassion, dignity and respect.	To strengthen relationships and family partnerships to support wellbeing.	• Create opportunities for family learning sessions focused on wellbeing, emotional regulation and supportive strategies. • Strengthen partnership working with external agencies to support children and families where needed – family centre (PEEP sessions)/ educational psychology/ PSHVS etc. • Look at how we share strategies with families to help promote consistency between home and ELC. • Gather feedback from parents/ carers around wellbeing and how well they feel supported with this.	All ELC Staff		

ELC Priority 4: To ensure effective staff deployment

Continuation from previous year? Y/N

Quality Indicator	Areas for Improvement	Action	By Whom	Timescale	What have we done?
2.3 learning teaching and assessment 2.2 children experience high quality facilities 3.2 leadership of learning	To continue to improve staff deployment to maximise learning opportunities.	• Management to monitor and evaluate staff deployment patterns to identify improvements in practice and effective deployment through the use of audits and impromptu observations. • As a staff team collectively review our daily staff deployment plans to ensure it is a balanced coverage across all areas of the setting. • Management to support senior staff to model effective deployment and responsive practice across the setting. • Staff to collaborate to create a 'day in the life' for each deployed role. quality interactions			
1.3 Play and learning. 4.1 Children and young people experience high-quality facilities. 2.3 Learning teaching and assessment	To continue to enhance the quality of staff interactions to support learning.	• As a staff team work together to create shared vision/ understanding around what are 'high quality interactions'. • As a staff team reflect on High-Quality-Interactions-Interactive.pdf • Management to complete High-Quality-Interactions-Audit-Tool.pdf • Encourage staff to complete Peer-Review-Interactions-Audit-Tool.pdf			
4.1 Children and young people experience high quality facilities. 3.2 Leadership of learning 1.3 Play and learning	To strengthening team communication and consistency in practice across the ELC setting.	• As a team develop and implement clear daily communication routines (e.g. briefings, handovers and check-ins) to ensure staff are aware of deployment expectations and priorities for the day. • Promote a culture of teamwork where staff support flexible deployment to meet changing needs throughout the day. • As a team, create agreed whole-setting approaches and expectations (e.g. behaviour support, nurtured responses, outdoor learning, transitions, interactions) to ensure consistency across all staff. • Management staff to use walkabouts and observations to support consistent practice and provide timely feedback to staff. • Develop a shared 'communication culture' where staff feel confident to raise concerns, share ideas and reflect on practice openly and professionally.			