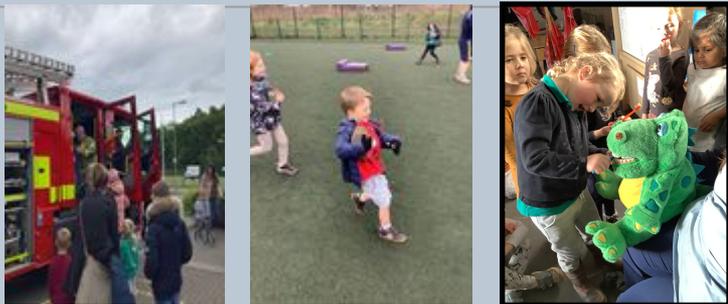


Our WELC Successes and Achievements 2022 - 2023

Exploring around the school environment and wider outdoor area – we have used the dining hall, gym hall, expressive arts room, library, playground and the local fields to provide alternative environments for learning. Through accessing the play atrium, primary one classrooms and playground the children have had further opportunities to support transition.



Partnership with Professionals - This year the children have participated in activities with Childsmile, Police Officers, staff from Dalkeith Fire station and sessions with the Rugby Development Officer from Dalkeith Rugby Club. Staff have also worked alongside families and professionals to meet all learners needs.

Parental Involvement - we have had a number of parents/carers who have come into the setting to share their expertise and skills. We have had drumming workshops, story telling, baking with a home economics teacher, gardening groups and a parent who has led Bookbug sessions. We have an open door policy and families have also been invited to more formal opportunities to 'stay and play' and to participate in family learning opportunities.



Our planned improvement areas in the session 2022 - 23 were;

Priority 1 - To raise attainment in Literacy and Numeracy

What we achieved;

- All learners had learning priorities for Literacy, Numeracy and HWB. Discussions were had periodically to review their learning and plan appropriate next steps.
- Focused development of the music and block areas of the environment to promote engaging and learning
- Staff participated in numeracy and STEM training and develop opportunities with the environment
- Seesaw was used regularly to record significant learning

Where next?

- Learning priorities to be reviewed and updated more regularly and shared with families so they are more informed
- Develop the environment into one large room to expand spaces for playing and learning and develop the roles and responsibilities for all staff across the space and therefore develop the 'Adult Role' within our setting
- Further develop use of Seesaw to record significant learning and share opportunities for next steps.
- Use the enabling environment toolkit to ensure our environment is accessible and supportive of all learners needs.

Priority 2 - To ensure wellbeing, equity and inclusion

What we achieved;

- All families were offered a Home Visit to support children's transition into the setting, almost all families participated and felt it supported transition.
- We offered a range of family learning events and opportunities for families to participate in their child's learning; Seesaw, 3 x parental consultations, stay & play sessions, Raising Children with Confidence course, Bookbug and Language is Fun Together sessions
- Worked in partnership with families and other professionals to support all learners needs.
- Worked with the schools Support for Learning team to develop our processes for supporting individual needs and using tools like Up, Up and Away to support learning needs

Where next?

- Further develop opportunities for families to engage with the setting; home visits, family area, coming in during drop off and pick up and more opportunities to learn together.
- Develop use of universal supports; sign a long, visual supports, sensory smart supports and quiet spaces
- Celebrate and share learning and personal achievements

Our WELC School Improvement plan 2023 - 2024



This year we have two main improvement priorities. All staff training and development time will predominantly focus on these areas of improvement.

Priority 1 - Raising attainment

Ensuring that all children and young people achieve the outcomes they deserve.

Planned development opportunities;

- Opening the space into one room and explore our use of the wider environment
- Develop roles and responsibilities for all staff and ensure consistent expectations about the adult role
- Further develop family learning opportunities
- Plan, review and update learning priorities and use these to inform intentional planning
- Use Seesaw and introduce Learning Log books to share significant learning, achievements and possible next steps
- re-establish targeted support groups

Priority 2 - Equity & Inclusion

All children and young people feel valued and included and have the same opportunities to succeed.

Planned development opportunities;

- Introduce consistent use of universal supports including sign along, visual supports and sensory smart environment
 - Staff training, using digital tools and partnership working to develop our approaches to supporting children with a range of additional needs including hearing loss.
 - Celebrate wider achievements and significant learning
 - Develop the use of The Colour Monster to support emotional literacy
- 