



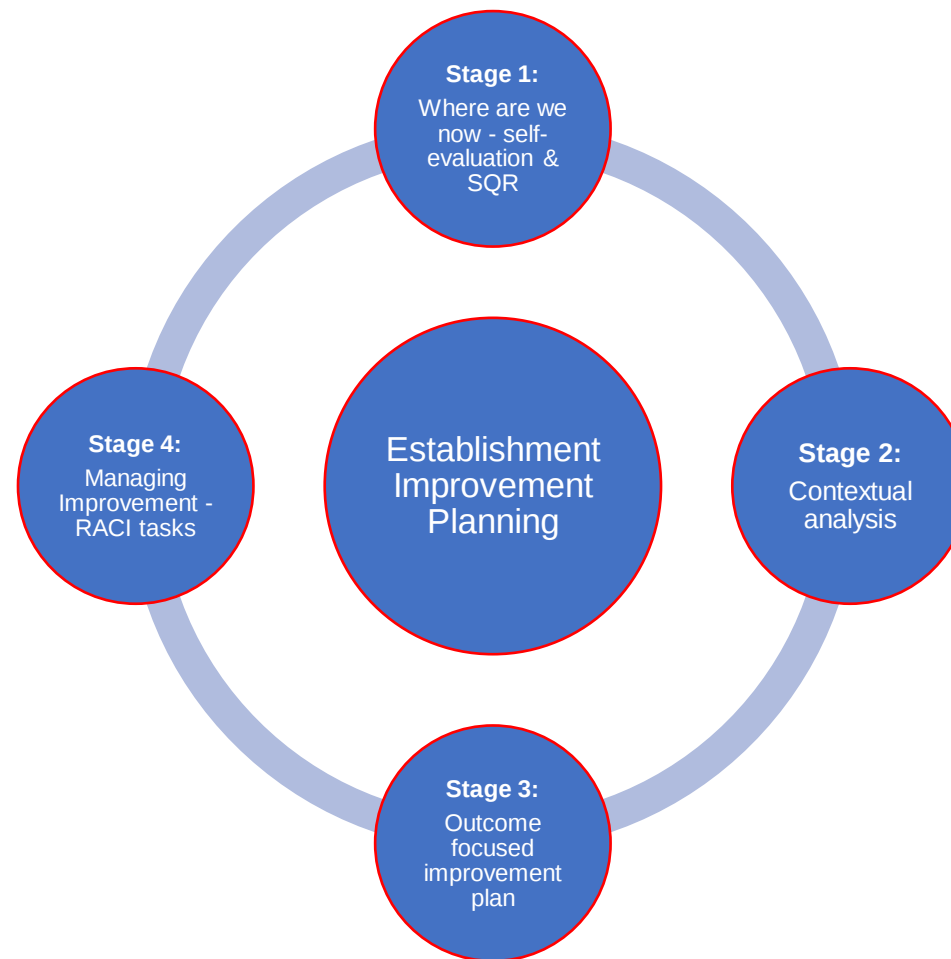
Falkirk Council
Children's Services

Establishment Name: Comely Park Primary and ELC



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

Comely Park Primary School is situated in the heart of Falkirk. The school has existed on the site since 1878. We receive a significant number of placing requests into the school each year.

Attendance and Exclusion

session	Average attendance (%)
2018/19	96.7%
2019/20	95.3%
2020/21	97.3%
2021/22	95.4%
2022/23	95%

The table above is a good indicator that despite the global pandemic, our attendance figures are sustaining an upwards trend

Progress and Attainment

Attainment 22-23	Reading	Writing	T&L	Numeracy
P1	82%	86%	94%	82%
P4	85%	85%	92%	79%
P7	92%	90%	100%	85%

Our attainment shows that the majority of children are attaining expected levels in literacy and numeracy. Children have a strong start in terms of their attainment at early level. Regular tracking and attainment meetings between teachers and Senior Leadership Team enable ongoing conversation about attainment and interventions.

61% of our pupils live in housing within SIMD 8, 9 and 10. 13.5% of our pupils live in housing within SIMD 1, 2 and 3. Many of our parents make use of our position in the central belt and commute to Glasgow and Edinburgh. We are in a busy town centre area which allows us to enjoy close links with many of the businesses and facilities in our locality. We are frequent visitors to Callendar Park where we can access outdoor learning in a more natural environment. We benefit from effective partnership working with both our Parent Council and our Parent Teacher Association (PTA). The Parent Council, in partnership with Falkirk Football Foundation, have created Woodlands Community Sports (WCS) a social enterprise group which operates Woodlands Games Hall and sports pitch for the	We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families’ context and any barriers to attendance. Our Senior Leadership Team follow up where any issues are unresolved. Comely Park Primary sits within neighbourhood group 1 <table><tr><td>Total Roll:</td><td colspan="6">417 present roll (378 mainstream)</td></tr><tr><td>FME</td><td>2018</td><td>2019</td><td>2020</td><td>2021</td><td>2022 P6/7 only</td><td>2023 P6/7 only</td></tr><tr><td></td><td>5%</td><td>5%</td><td>6%</td><td>Data not collected</td><td>9%</td><td>3.4%</td></tr></table> Our FSM has decreased from 9% in 2021/22 to 3.4% in 2022/23. ASN pupil census <table><tr><td>ASN pupil census</td><td>CPS</td><td>LA</td><td>NAT</td></tr><tr><td>Number of pupils</td><td>61</td><td>-</td><td>-</td></tr><tr><td>% of pupils</td><td>17%</td><td>32.4%</td><td>-</td></tr></table> Exclusion: There were no exclusions in session 2022/23.	Total Roll:	417 present roll (378 mainstream)						FME	2018	2019	2020	2021	2022 P6/7 only	2023 P6/7 only		5%	5%	6%	Data not collected	9%	3.4%	ASN pupil census	CPS	LA	NAT	Number of pupils	61	-	-	% of pupils	17%	32.4%	-	In session 2022/23 tracking meetings focused on the children identified as being at risk of falling below expected levels. Children were identified across P1-P3 to engage with Early Intervention measures. This intervention had a positive impact. There has been a significant improvement in attainment in reading, writing and numeracy this session in primary seven. Review of the ASN process confirms that the needs of all identified children are being addressed. Adherence to staged intervention provides support for all who require it. Staff are more confident at identifying individual learning needs and as a result are supporting an additional thirty pupils this session. This is in addition to the 17% of pupils who already have an identified learning differences. This year our Children’s Action Plans also include the UNCRC articles which reflect their rights. Twenty three of our pupils were identified to be supported with health and wellbeing through participation in bespoke nurture and resilience groups in order to increase confidence within the classroom. A number of children in P5 and P7 benefitted from participation in ‘Circle of Friends’ groups. For the majority of children this was a positive experience.
Total Roll:	417 present roll (378 mainstream)																																		
FME	2018	2019	2020	2021	2022 P6/7 only	2023 P6/7 only																													
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benefit of the whole community. As a result pupils have access to outstanding sports facilities. A key asset to the school community is the number of parents who can enrich the curriculum particularly in connecting with the World of Work. Historically we have involved such parents regularly. Another key asset to the school is the number of parents volunteering both within the school and in community based events. We benefit from great diversity within our school. There are 29 languages spoken by the 20% of pupils who are bilingual. We regularly have pupils who arrive with no English. Gender: slightly more females Roll is 378 in mainstream, 175 Male and 203 Female	<u>Attendance:</u> There is a higher rate of absence amongst our most deprived pupils (20%). This figure is almost double the absence rate of our least deprived pupils (20%). 19% of our most deprived pupils currently have an absence rate below 90%. This is compared to only 6% of our least deprived pupils.	
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Stage 3

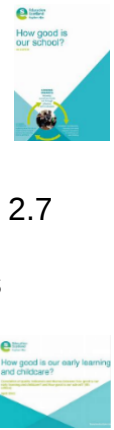
Priority Area 1: Raising Attainment in Literacy	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

- Learning Support Teacher engagement with Dyslexia Inclusive Practice has identified areas of development throughout the school.
- Our baseline assessment of phonological skills (through staff referrals and evidence gathered through Falkirk Council's Literacy Pathway) identified opportunities for improvement.
- Scottish Government's definition of Dyslexia can be a difficulty with phonological awareness skills. These skills are crucial for reading development. These skills facilitate the acquisition of sight word reading skills (Meisinger et al., 2002) and have a positive impact on word decoding (Anthony and Lonigan, 2004).
- A recent staff survey highlighted lack of confidence in the teaching of more complex phonological awareness skills (phoneme substitution, manipulation, deletion and transposition).
- Work undertaken in Early Years through the Nursery Narrative; Colourful Semantics in Primary 1; and Small Tests of Change based on Colourful Semantics across First Level demonstrates the value in this work and the benefit to be gained by developing this further across all stages in the school.
- Our writing policy has been updated to ensure consistent practise across all stages. Core skills have been identified to embed in daily practise.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Raising Attainment in Reading	- Staff training to develop knowledge, understanding and confidence in teaching of phonological awareness skills and their progression across all levels. - Share skills progression of phonological awareness. - Whole school approach focusing on phonological awareness skills. - Use of Active Literacy strategies promoted across the school. - Literacy Focus Week on rhyme e.g. House Competition. - Increase parental knowledge and understanding of importance of reading and phonological awareness skills - Achieve Bronze Level Reading School - Implement new school Writing Policy	- Mrs Switzer to deliver staff training in complex phonological awareness skills. - Mrs Switzer to produce skills progression of phonological awareness. - All staff to implement daily Active Literacy lessons. - All staff to link teaching with phonological awareness skills progression. - Miss Lucas to submit application for Bronze reading School Award. - SLT to coordinate parental engagement sessions. - Pupil group to support the creation of support video guides. - SLT to coordinate rhyme focus week. All children to engage. - All staff to embed Writing Policy to plan and deliver effective learning and teaching in writing.	- Representative sample of pupils assessed bi-annually to measure improvement in reading accuracy and comprehension. - Ongoing assessment and tracking of pupils in each class against expected attainment in school reading resources. - Creation of support video guides. - Pupil voice captured through focus groups. - Parental survey on impact. - Reading School Bronze Award. - Writing Policy evident in planning, learning and teaching, assessment and tracking. - Evident in class jotters.

• Raise Attainment in Writing • Continue to support and nurture the attainment and confidence of Dyslexic learners.	• Use of Colourful Semantics across P1 to P4. • Conduct 'Small Tests of Change' in writing with colleagues from our cluster and neighbourhood groups. • Embed use of core and genre specific targets in planning, assessment and feedback. • Cluster and Neighbourhood partnership working. • Teacher Learning Community (TLC): Focus on differentiation, feedback, challenge and questioning • Continue with Dyslexia Scotland's Mission Superhero programme. • Organise a parent workshop to increase knowledge and understanding of Dyslexia.	• Early and First Level staff to implement weekly Colourful Semantics lessons. • All staff to carry out a 'Small Test of Change' study on a focus group of pupils. • All staff to implement core and genre specific targets. • Staff identified to participate in either cluster or neighbourhood trios. • All teachers to present at the Cluster Learning Festival. • All staff to participate in TLCs focusing on differentiation, feedback, challenge and questioning. • Staff engagement with 'What makes an excellent lesson?' • Mrs Switzer to coordinate Dyslexia Awareness Week 2-8th October 2023. • Mrs Switzer to facilitate parent workshop.	• PDSA paperwork completed • Targets evident in class displays and in pupil jotters. • Attainment data. • Progress and Impact meetings. • Self evaluation of Q12.3 and Q13.2. • Outcome identified in evidence of cluster and neighbourhood paperwork. • Presentation of outcomes from Small Tests of Change. • Minutes taken to record TLC meeting. • Self evaluation of Leadership of Learning Q11.2 (TLC) • Quality Assurance. • Baseline and end of session evaluation of 'What makes an excellent lesson?' • Whole school engagement in Dyslexia Awareness Week 2-8th October 2023. • Photographs and pupil/parent feedback.
Ongoing evaluation/actual impact:			

Priority Area 2: Promote inclusion and equality to improve outcomes for all learners.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

- Our engagement with 'What Equality and Inclusion Look Like in Falkirk'.
- Raising awareness with staff of the refreshed 'Falkirk Learning to Achieve'.
- Our intended engagement with the National Equity Toolkit.
- Adaptations to Staged Intervention Framework and the need to raise awareness of these with staff.
- Additional ASN staffing to support the needs of our most protected pupils.
- Current practice indicates an opportunity to increase pupil voice and participation.
- Based on the work undertaken in session 2022/23 there is an identified need to strengthen the connections between UNCRC and SHANARRI indicators.
- A successful play based approach in P1 to be extended across P2 and P3.
- New resources purchased for outdoor learning will be embedded in practice across the whole school.
- Following a successful launch of our 'Sustainable Heroes' groups actions have been identified to experiences for children further.
- Achievement of Bronze Rights Respecting Schools Award.
- Identification of the need for increased pupil voice in school improvement planning.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
- Pedagogical approaches are flexible, creative and inclusive to meet pupil needs so that everyone can participate. - All Teachers are familiar with the expectations around equality and inclusion.	- A consistent approach to inclusive practice through engagement with TLC. - Staff training from Mrs Switzer to develop approaches to personalised support. - Use of digital tools to be further developed to meet the needs of targeted pupils. - Targeted EAL pupils engage with members of the EAL support team. - Raise awareness of: Falkirk's 'Learning to Achieve' 2023 policy; What Equality and Inclusion Look Like in Falkirk' and the National Equity Toolkit.	- Key staff and SLT to plan and deliver TLC. - All staff to engage in developing their inclusive practice through TLC. - Staff training on Staged Intervention in Term 1. - Raise awareness of Connected Falkirk's digital tools with all staff. - Mrs Palencarova will support pupils with learning English. - Staff training delivered by SLT.	- Staff confidence in delivering inclusive education will increase. This will be visible through quality assurance processes. - All staff to actively participate in TLC. - Paperwork from TLC meetings. - Minutes from staff meetings. - Self evaluation of Q12.4. - Increased numbers of pupils will be supported through the use of digital technology. This will be evidenced through Child Action Plans, IT referrals and downloaded apps. - Attainment data for identified EAL pupils. - Self evaluation of Q1.3.1 - All teachers will use Falkirk's Staged Intervention Framework to complete Child Action Plans.

• School Planning reflects shared understanding of equality and inclusion and measures the impact on health and wellbeing. • Pupils participate in decision making that supports their wellbeing, equality, inclusion and learning.	• SLT to launch new SHANARRI yearly overview and associated planning, assessment and evaluation paperwork. • Embed SHANARRI indicators across the whole school. • Establish Junior Leadership Team. • Introduce opportunities for pupil voice as part of Quality Assurance processes. • All pupils participate in Sustainable Heroes groups. • Mission Superheroes to take the lead in delivering sessions to all classes P4-7 on dyslexia. • All pupils will have access to lunchtime and/or after-school clubs and activities. • Rights Respecting School Silver accreditation. • Embed outdoor learning and STEM activities based on the recommendations of our RACI groups and SIP 2022/23.	• Staff plan and deliver using new Health and Wellbeing yearly overview and planners incorporating UNCRC articles and SHANARRI wellbeing indicators. • HT support and enable the Junior Leadership Team to develop pupil voice. • SLT to meet with pupil focus groups for planned quality assurance. • All staff will lead a Sustainable Hero group. • SLT to allocate pupils to a Sustainable Hero group based on indication of pupil preference. • Mrs Switzer will identify pupil to be Dyslexia Ambassadors. • Dyslexia Ambassadors will deliver awareness raising lessons to all pupils P4-7. • All teachers to offer a lunchtime/after-school club to ensure opportunities for engagement is equitable.	• All staff to use new SHANARRI yearly overview and associated planning, assessment and evaluation paperwork to support short, medium and long term planning of learning and teaching. • High quality evaluations of Health and Wellbeing as evidenced in forward planning folders. • Evidence of decision making by Junior Leadership Team on wall display. • Record of pupil focus group meetings. • All staff will complete action plan for Sustainable Hero group. • Sustainable Hero wall display. • Record of pupil attendance at clubs/activities. • Feedback from pupils following presentations from Dyslexia Ambassadors. • Rights Respecting School Silver accreditation. • Diary of outdoor learning opportunities. • Social media.
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	• Develop our play based approach in P2 and P3.	• SLT to complete submission for Rights Respecting School Silver award. • All staff to provide termly opportunities for outdoor learning in our local woodland. • All staff to plan and deliver weekly STEM activities. • P2 and P3 staff to roll out a play based approach.	• Opportunities for STEM are evident in planning folders. • The purchase of resources to support the use of play in P2 and P3 area.
Ongoing evaluation/actual impact:			

Priority Area: ELC Priority 1: Develop opportunities for parental engagement, including family learning, personalised support for children and families and partnership working.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

This session we will implement Year 2 of the Nursery Narrative programme. This will involve working with parents to support their children at home.

As we launch our new learning profile format, it will be essential to inform and support parents in order to ensure effective implementation. Our new Personal Plan paperwork will enable us to provide personalised support for our children and families.

Our approach to personal planning ensures parents and children are actively involved in the life of the nursery.

We recognise the need to continue to provide family learning opportunities to support and encourage parents and carers to engage with the life of the nursery.

We recognise the benefits of partnership working, and will continue to provide family learning opportunities to ensure continuous support for children between home and the ELC setting.

Parents will have many opportunities to engage in the life of our setting, including joining our staff and children for play and learning experiences.

We will continue to work with parents to raise awareness of SHANARRI wellbeing indicators, including launching our new reporting format, which will be presented to parents at six monthly consultations.

In Session 2023-24, 45% of our families are new to our setting so will benefit from opportunities to meet the staff and become involved in the life of the nursery.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Parents and carers will have opportunities each term to visit and engage with the life of the nursery.	- Families will be invited to attend an Open Afternoon in September to meet all staff and explore the setting. - Christmas Enterprise event for children and families. - Spring / planting event for families. - Summer Garden Party. - Weekly Woodland Wednesday sessions. - Autumn and Easter Walks. - Regular Stay and Play sessions. - Regular Learning Profile review opportunities. - Regular opportunities to review Floorbook and Special Interests folder. - Offer events across various days to support parents to attend. - Offer sessions in the afternoon / early evening to support parents to attend.	- All staff will contribute to planning events for parents throughout the session. - All staff will contribute to the delivery of events such as outdoor learning and Stay and Play sessions. - All staff will contribute to Floorbook and Special Interests folders.	- Written record of meetings i.e. Agenda and Minutes. - Written feedback from parents following attendance at an event i.e. Stay and Play, workshops. - Feedback from children. - Informal feedback from parents through discussions at drop off and collection. - Reflection and self-evaluation of leadership of change, personalised support, family learning, partnerships and securing children's progress. - Quality Assurance by DHT. - Feedback from parents using Microsoft Forms. - Feedback from parents during six monthly consultations. - Evaluated Leadership Remits. - Evaluations from CLPL sessions. - Observations of children (recorded in Learning Profiles or within Floor book). - Record of Special Interests.

• Parents and carers will be given opportunities each term to provide feedback during 'chat' sessions with staff. • Parents and carers will be given the opportunity each term to engage in a Family Learning Workshop. • Families will benefit from demonstrations by staff during	• Calendar of events to be shared with families in August and January. • Termly newsletter (good news and dates). • Coffee Mornings each month / term. Focus of each to be shared with parents in advance. • Consistent feedback / evaluation format for use at each event. • Termly evaluation opportunities for parents based on quality indicators. • Nursery Narrative, Learning Profile, Outdoor Learning, Literacy and Numeracy Workshops. • Bookbug sessions for parents and siblings. • Communication Workshop, including Song of the Moment, rhyme and communication (Makaton). • Practical Stay and Play sessions (baking, communication, woodwork, gardening etc.)	• SEYO / NIP Leader to collate dates to be shared with families (August and January). • SEYO to create termly newsletter. • All staff will have the opportunity to lead a Coffee Morning Chat. • SLt / SEYO / NIP leader to agree and communicate evaluation methods. • SLT to share termly evaluation opportunities with families. • All staff to take responsibility for planning and delivering a workshop for parents. • Miss Aitken to deliver BookBug sessions. • Mrs Dewar and Mrs Dennistoun to demonstrate the benefits of Makaton, SotM and rhymes to parents. • All staff to take responsibility for showcasing a skill to parents during Stay and Play sessions.	• Feedback from families in Learning Profiles. • Twitter • Updated Personal Plans • Engagement with Focus Child process. • Evaluated RACI Task Brief. • Feedback from families in Learning Profiles. • Twitter • Updated Personal Plans • Engagement with Focus Child process. • Evaluated RACI Task Brief.
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visits to the setting. Families will receive regular communication from staff.	- Showcase SHANARRI wellbeing indicators and Children's Rights / UNCRC in the environment. - Promote events and services within Falkirk area. - Six monthly parent consultations. - Focus child observations. - Share Communication Strategy with parents. - Resources available within nursery foyer i.e. support and local services. - Tweet Makaton, Rhymes and Song of the Moment each month.	- Mrs Donaldson to lead on the implementation of UNCRC within the setting. - SEYO and Mrs Donaldson to raise awareness with parents. - All staff to contribute to focus child observations. Staff to complete paperwork for own key group children. - SLT to share Communication Strategy with families at the beginning of the session. - SEYO / NIP Leader to gather and display resources in foyer for families. - Mrs Dewar and Mrs Dennistoun to communicate Makaton, SotM and rhymes with parents.	
Ongoing evaluation/actual impact:			

Priority Area: ELC Priority 2: Enhance outdoor learning experiences for children, including developing skills and values through real life contexts.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? In Session 2022-23, two members of staff engaged with the Woodlands Hub experience. This session we will develop staff skills and confidence in delivering high quality outdoor learning experiences through training and modelling good practice. We aim to enhance outdoor learning experiences by offering half and whole day visits, including snacks and meals outdoors. We have a core group of parents who support our outdoor experiences. We aim to increase this group of volunteers by varying the days we attend, as well as offering flexible drop in times. In Session 2022-23 we raised funds to develop our garden space. We aim to work in partnership with parents and local businesses to improve this space. Last session we evaluated our play experiences, both indoors and outside of the nursery environment. This session we will launch our Play Policy with families. Through family learning opportunities, we will support families to engage in effective play at home and within the local community.			

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
- Children will engage in regular outdoor experiences at Callendar Park. - Children will engage in regular visits within our local community. - Through being outdoors, children will develop skills and values	- Weekly outdoor learning sessions reinstated (Term One). - Whole day visits at least once per term. - Rota to ensure all children engage with outdoor experience. - Development of Slow Pedagogy. - Children to purchase fresh fruit and vegetables for snack. - Termly visits to Thorntree Mews. - Singing and performing experiences at local supermarkets. - Visits to local shops and businesses to support learning and special interests. - Regular visits to playground and pitch. - At Callendar Park, children will be given the opportunity to engage in free choice and exploratory play.	- All staff will take responsibility for leading outdoor learning experiences. - Initially, Mrs Dennistoun and Miss Aitken will lead on extended outdoor sessions. - SEYO to monitor rota to ensure engagement by all children. - Miss Aitken and Mrs Dennistoun will lead on the development and awareness raising of slow pedagogy. - All staff to take responsibility for staff visiting local shops and Thorntree Mews. - SEYO to lead on organising visits to Thorntree Mews. - Mrs Dennistoun to lead on singing performances. - Miss Aitken, Mrs Dennistoun and Mrs Donaldson to take responsibility for lighting fires (in garden and offsite).	- Written record of meetings i.e. Agenda and Minutes. - Written feedback from parents following attendance at an event i.e. outdoor sessions, workshops. - Feedback from children. - Reflection and self-evaluation of curriculum, learning, teaching and assessment and ensuring wellbeing, equality and inclusion. - Feedback from parents using Microsoft Forms. - Evaluated RACI Task Brief. - Evaluations from CLPL sessions. - Observations of children (recorded in Learning Profiles or within Floor book). - Record of Special Interests. - Feedback from families in Learning Profiles. - Twitter - Evidence of partnership working i.e. Thorntree Mews. - Play Policy

including resilience, curiosity, friendship, personal safety and confidence.	• Staff will introduce fire safety by beginning with fires in the nursery garden. • Children will engage in singing, cooking and stories around the campfire. • Children will engage in den building experiences as a small group. • Staff will support children to engage in loose part play using nature and our local environment. • Children will engage in STEM experiences through play outdoors. • Staff will work in partnership with parents to develop our outdoor space.	• Mrs Dennistoun and Miss Aitken to lead on den building experiences for staff and children. • All staff will contribute to the development of the garden space. • Miss Aitken and Mrs Dennistoun to lead on workshops and information sessions for parents and carers. • SEYO to arrange signup sheets for parents and carers to attend outdoor learning sessions. • SEYO to create and launch Play Policy with staff, children and families. • Miss Aitken and Mrs Dennistoun to lead on staff training opportunities.	• PowerPoint presentations for parents.
• Families will benefit from information sessions and practical workshops.	• Staff will offer information sessions on slow pedagogy, risky play and loose parts. • Staff will offer workshops focusing on fire pits and den building. • All families will be invited to attend outdoor learning experiences. • Staff will launch Play Policy with parents.		

• All staff will benefit from training and modelling opportunities.	• Staff meetings to develop den building and campfire skills. • Staff meetings to raise awareness of slow pedagogy. • Modelling opportunities outdoors to develop staff confidence levels.		
Ongoing evaluation/actual impact:			