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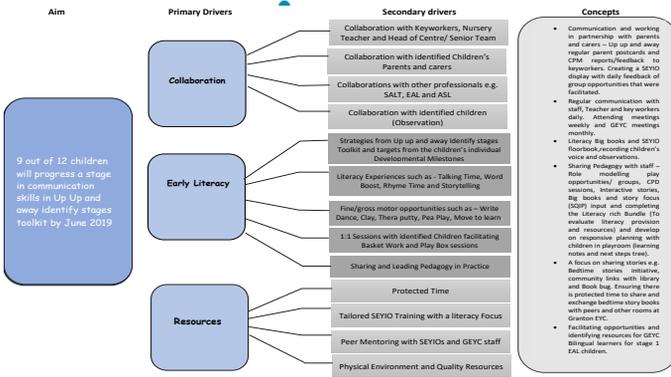
Rationale: This project aims to enhance and further develop children's early literacy and communication skills through use of play based approaches and curricular learning opportunities, enabling children in SIMD 1 & 2 to have the best possible start into primary one. Working closely with Keyworkers we used Assessments and supporting materials from the Up, up and away literacy document to devise individualised child plans/strategies and identify next steps using the Developmental Milestone tracker. I aim that using play based approaches with the children and individualised strategies, that identified gaps in communication skills will begin to close.

Aim: 9 out of 13 children will progress a stage in communication skills in Up, up and away identify stages toolkit by June 2019.

Method: Using strategies identified from up, up and away document (Bubble charts) along with tailored supports depending on the needs of the children such as ; Talking Time groups opportunities, Word Boost, Rhyme Time, Storytelling, write dance, Play boxes, Basket work and move to learn experiences.

Process Change:

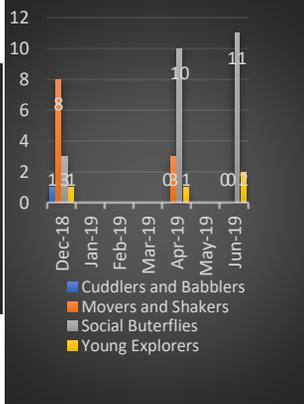
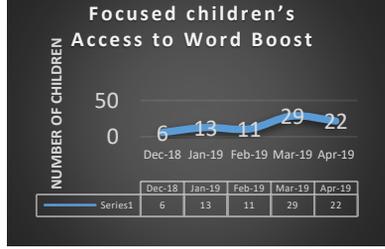
Identify stages tool	What stage is the child at now (SEYIO)?	What stage is the child at now (PDSA)?
Child 1	Stage 1	Stage 2
Child 2	Stage 2	Stage 3
Child 3	Stage 3	Stage 4
Child 4	Stage 4	Stage 5
Child 5	Stage 5	Stage 6
Child 6	Stage 6	Stage 7
Child 7	Stage 7	Stage 8
Child 8	Stage 8	Stage 9
Child 9	Stage 9	Stage 10
Child 10	Stage 10	Stage 11
Child 11	Stage 11	Stage 12
Child 12	Stage 12	Stage 13
Child 13	Stage 13	Stage 14



Key Learning Points:

- Devising Literacy Big books as a means of sharing children's progress and current play based experiences within the playroom to capture learning and children's voice.
- Pedagogical Leadership within the staff team - regular in-service PowerPoint presentations about role and feedback, to keep staff informed about the evolving nature of the role. Leading a literacy Bundle within the staff team to focus on quality Literacy provision was a useful tool for reflection of service.
- It was identified through use of a PDSA/test change that certain early interventions should be facilitated out with the playroom such as 'Playboxes' when working 1:1 with children, it was identified that a space in the playroom or nursery corridor was too 'loud' with many distractions and therefore impacted on the child's engagement. Therefore careful thought had to be given around the environment of the early interventions/groups.

Results and Analysis



Achievements:

- Establishing trusting and positive relationships/connections with the targeted children.
- Collaborative working with Keyworkers and multi-professionals.
- Observing significant progression in targeted children's communication skills and overall development (meeting milestones).
- Sharing pedagogy with staff and implementing quality literacy provision and opportunities such as; Story Baskets with a word boost focus.
- Creating and implementing a Next steps tree to track and target children's next steps (using developmental milestones).

Conclusions:

- That embedding opportunities such as Word boost as a whole staff team approach at story time - had a greater impact on enriching and consolidating new vocabulary (e.g. by use of the story baskets and focused wow words).
- Through using PDSAs and Leuven scales of involvement in early interventions such as Write dance, basket work and Thera-putty sessions it was identified that I was trying to facilitate too many groups and that certain targeted children were not getting enough time to focus on one group session. Therefore my next driver diagram will need to consider the early interventions/groups that were more successful with a greater impact such as Talking time, Playboxes and Storytelling sessions with word boost focus.

Scale and Spread:

- A focus on creating partnerships with parents/working with parents e.g. Parent postcards/PEEP groups. Identifying the need of the family within the home environment (particularly those with poor attendance).
- To continue with a communication skills focus in 2019/20 driver diagram with a specific focus on the successful early interventions/groups such as Talking time, Playboxes and Storytelling sessions with word boost focus.

