How good is our early learning and childcare?

Correlation of quality indicators and themes between How good is our early learning and childcare? and How good is our school? (4th edition)

April 2016

Education Scotland
Foghlam Alba

Leadership and management

How good is our leadership and approach to improvement?

Quality Indicator	HGIOS? Themes:	HGIOELC? Themes
1.1 Self-evaluation for self-improvement	- Collaborative approaches to self-evaluation. - Analysis and evaluation of intelligence and data. - Ensuring impact on learners' success and achievements.	- Collaborative approaches to self-evaluation - Evidence-based improvement - Ensuring impact of success on children and families
1.2 Leadership of learning	- Professional engagement and collegiate working. - Impact of career long professional learning. - Children and young people leading learning.	- Professional engagement and collegiate working - Impact of career-long professional learning (CLPL) - Children leading learning
1.3 Leadership of change	- Developing a shared vision, values and aims relevant to the school and its community. - Strategic planning for continuous improvement. - Implementing improvement and change	- Developing a shared vision, values and aims relevant to the ELC setting and its community - Strategic planning for continuous improvement - Implementing improvement and change
1.4 Leadership and management of staff For ELC 1.4 Leadership and management of	- Governance framework. - Building and sustaining a professional staff team. - Staff wellbeing and pastoral support.	- Governance framework - Building and sustaining a professional team - Practitioner wellbeing and pastoral support

practitioners		
1.5 Management of resources to promote equity	- Management of finance for learning. - Management of resources and environment for learning.	- Management of finance for learning - Management of resources and environment for learning .

Learning Provision		
How good is the quality of care and learning we offer?		
Quality Indicator	**HGIOS4? Themes**	**HGIOELC? Themes:**
2.1 Safeguarding and child protection	• Arrangements for safeguarding, including child protection. • Arrangements to ensure wellbeing • National guidance and legislation	• Arrangements for safeguarding, including child protection • Arrangements to ensure wellbeing • National guidance and legislation
2.2 Curriculum	• Rationale and design. • Development of the curriculum. • Learning pathways. • Skills for learning, life and work	• Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning
2.3 Learning, teaching and assessment	• Learning and engagement. • Quality of teaching. • Effective use of assessment. • Planning, tracking and monitoring.	• Learning and engagement • Quality of interactions • Effective use of assessment • Planning, tracking and monitoring
2.4 Personalised support	• Universal support. • Targeted support. • Removal of potential barriers to learning.	• Universal support • Role of practitioners and leaders • Identification of learning needs and targeted support • Removal of barriers to learning
2.5 Family learning	• Engaging families in learning • Early intervention and prevention • Quality of family learning	• Engaging families in learning • Early intervention and prevention • Quality of family learning programmes

	programmes	
2.6 Transitions	• Arrangements to support learners and their families. • Collaborative planning and delivery. • Continuity and progression in learning.	• Quality of support for children and their families • Collaborative planning and delivery • Continuity and progression in learning
2.7 Partnerships	• The development and promotion of partnerships • Collaborative learning and improvement • Impact on learners.	• Engagement of parents and carers in the life of the setting • The promotion of partnerships • Impact on children and families

Successes and Achievements

How good are we at ensuring the best possible outcomes for all our children?

Quality Indicators;	HGIOS4? Themes:	HGIOELC? Themes:
3.1 Ensuring wellbeing, equality and inclusion	• Wellbeing. • Fulfilment of statutory duties. • Inclusion and equality.	• Wellbeing • Fulfilment of statutory duties • Inclusion and equality
3.2 Raising attainment and achievement **For ELC** **3.2 Securing Children's progress**	• Attainment in literacy and numeracy. • Attainment over time • Overall quality of learners' achievement. • Equity for all learners	• Progress in communication, early language, mathematics and health and wellbeing • Children's progress over time • Overall quality of children's achievement • Ensuring equity for all children
3.3 Increasing creativity and (employability) **For ELC** **3.3 Developing creativity and skills for life**	• Creativity skills • Digital innovation • Digital literacy • Increasing employability skills	• Developing creativity • Developing skills for life and learning • Developing digital skills