



2024 – 2025

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

Evidence tells us that our Core Priorities for 2024/2025 are:

Key area	SIP Provisional priorities 2024/2025	Why has this priority been identified?	Where will you seek further school improvement support from?
The quality of education	<p>Improve fluency in maths by introducing Maths Mastery in EYFS, Year 1 and Year 2</p> <p>Increase levels of attainment in writing</p> <p>Raise teacher skills in computing</p>	<p>Fluency has been highlighted as an issue by the subject coordinator and this programme compliments the work being done as part of the maths hub.</p> <p>Writing levels remain lower than maths and Reading</p> <p>To follow-up on work completed in 2022 and to utilise the purchase of micro-bits</p>	<p>Maths hub</p> <p>Local Authority</p> <p>Teach computing</p>
Behaviour and Attitudes & Safeguarding	<p>Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2024</p> <p>Build aspiration through the development of STEM in the school as part of a cluster</p>	<p>The school needs to ensure that it is meeting the safeguarding needs of the pupils, inline with current government guidance</p> <p>Continue to provide opportunities to raise aspirations through STEM subjects as per the previous year (a two year priority)</p>	<p>DCC</p> <p>STEM Hub/Local cluster</p>
Personal Development and EDI	<p>Further develop inclusivity and equality within the school with a particular emphasis on racism</p>	<p>To ensure that the school meets the needs of all pupils and offers inclusivity to all</p>	<p>Local Authority</p>
Leadership and management	<p>The governing body is to look at the school vision and strategic plan for the next 5 years</p> <p>SLT member to train as Senior Mental Health Lead</p>	<p>School budget deficit/falling pupil numbers</p> <p>The need to expand to include nursery/EYFS 2</p> <p>Explore Academisation options</p> <p>A new Government initiative to help staff with work life balance</p>	<p>School Improvement Partner</p> <p>Thrive Education</p>
EYFS	<p>To invite parents to a phonics/ maths information session</p> <p>To use Tapestry to share activities and news with parents/carers.</p>	<p>Parents will feel involved and be able to help children with their learning at home.</p> <p>Parents will comment and share observations contributing to their child's learning journey</p>	

2024 – 2025

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION CURRICULUM

Leader[s]: Paul Schumann

Governor[s]: T&L Committee

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Success Criteria/Evaluation
	<p>Professional Development Workshops:</p> <p>Organize regular workshops focused on programming languages and tools. These can be led by experienced educators or industry professionals. Topics might include Python, JavaScript, or Scratch, as well as best practices in teaching programming concepts¹.</p> <p>Online Courses and Certifications:</p> <p>Provide access to online courses and certifications in computing and programming. Platforms like Teach Computing offer a range of professional development courses that cater to different levels of expertise². Teachers can learn at their own pace and earn certifications that enhance their credentials.</p> <p>Hands-on Coding Projects:</p> <p>Implement hands-on coding projects that teachers can work on individually or in groups. These projects should be designed to simulate real-world programming challenges and encourage problem-solving and creativity. Live coding sessions, where teachers write and debug code in real-time, can also be highly beneficial³</p>	SR	SM	Nov 2024 February 2025 April 2025 June 2025 Spr 2025 Sum 2025	SM minutes	Deferred until 2025/2026 due to Mrs Holmes going onto maternity leave. An audit has been undertaken in the Autumn term to identify areas of the Teach Computing curriculum that are difficult to fit into the lessons available. To be picked up on the return of Sarah Holmes following maternity leave
Ensure subject leaders make checks on their area of responsibility to ensure that they	<p>Regular Observations and Feedback:</p> <p>Schedule classroom learning walks to assess teaching and engagement. Provide constructive feedback to ensure consistency and quality.</p> <p>Data Analysis and Interpretation:</p>	PS/KG		Spr 2025 Spr 2025	SM minutes Gov scrutiny	Maths learning Walk completed

<p>know what is working well and what needs to be developed.</p>	<p>Analyse student performance data to identify trends and areas for improvement. Share findings to inform instructional strategies.</p> <p>Curriculum Audits and Reviews: Conduct curriculum audits to ensure alignment with the school's long term plans and progression steps.</p> <p>Staff Meetings and Professional Development: Hold regular meetings to discuss progress and challenges. Offer professional development to address identified improvement areas.</p>	<p>PS/KG</p> <p>PS/KG</p> <p>PS/KG</p>		<p>Spr 2025</p> <p>Aut 2024 Spring 2025 Aut 2025</p>	<p>Subject leader flowchart developed November 2024. Curriculum review carried out with School improvement Partner in November 2024.</p>
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2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION ENGLISH

Leader[s]: Karen Gardiner (Writing) / Emily Webb(Reading) / Michelle Simmons (Phonics)

Governor[s]: T&L Committee

Success Criteria	<p>Staff Confidence in Assessment:</p> <p>Training: All staff complete assessment training. Accuracy: 95% accuracy in assessments. Consistency: Consistent application across classes.</p>	<p>Writing at Age-Expected Levels:</p> <p>Improvement: 10% more students writing at age-expected levels. Progress: Termly assessments show steady improvement.</p> <p>Interventions: 80% of targeted students reach age-expected levels</p>	<p>Whole School Spelling Approach in KS2:</p> <p>Implementation: Fully implemented in KS2 by term end. Teacher Confidence: 90% of teachers confident in the approach. Student Improvement: 15% improvement in spelling accuracy</p>			
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Ensure all staff are confident in accurately using assessment criteria and apply consistently across the school.	Writing moderation (in teams / whole school / cluster group)	KG lead with staff	Staff meetings	Half termly	Assessment grids completed with shared judgements agreed	Cluster 30th April See monitoring summary report
Increase the proportion of children able to write at age expected levels or better	<p>Vulnerable children are identified and targeted.</p> <p>Refresh staff knowledge/understanding of T4W sequence and key principles including explicit teacher modelling</p> <p>Develop the use of purposeful vocabulary supported by use of magpie books (Ready for Sept 25 rollout)</p> <p>Further embed the use of toolkits with clear genre-specific criteria</p> <p>Establish regular 'short burst' fluency work to develop sentence level work</p>	KG	Staff meetings KG release time		<p>Pupil progress meetings end Aut/Spr/Sum</p> <p>Staff meeting minutes / Lesson Obs. Pupil voice/book look</p>	<p>Progress meetings completed Jan 25</p> <p>See summary reports</p> <p>Planning overview trialled in UK2.</p> <p>All staff to use 25/26.</p>
To introduce and develop a whole school spelling approach in KS2	<p>Research and introduce a spelling scheme to be used in KS2 which follows on from Twinkl phonics in KS1</p> <p>Trial possible schemes in Y4 class</p> <p>Introduce to all staff and organise necessary training</p> <p>Staff to familiarise themselves with the scheme and trial in classes during 2024-5 year.</p> <p>Roll out across the KS2 classes ready for Sept. 2025</p>	KG	Funds TBC KG release time		Staff meeting minutes/lesson obs./pupil voice	<p>All KS2 classes using Andrew Brodie spelling books since Oct 24. This will ensure coverage across KS2.</p> <p>Return to spelling lists as homework alongside explicit spelling lessons and practise in school. (parental request)</p>

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION **MATHS**

Leader[s]: **Dominique Lloyd**

Governor[s]:

Success Criteria	<p>1. Initial Preparation: Lead Teachers: Selected for Reception, Year 1, and Year 2. Staff Briefing: All relevant staff briefed. Registration: School registered with NCETM.</p> <p>2. Training and Professional Development: Training: Lead teachers and maths lead attend all sessions. Workshops: Internal workshops held with 90% staff participation. Support Meetings: Regular meetings with documented progress.</p>	<p>3. Implementation: Daily Sessions: Implemented in all relevant classes. Resources: NCETM materials used consistently. Monitoring: Regular assessments show improvement.</p> <p>4. Community and Collaboration: Online Community: Active participation by lead teachers. Parent Engagement: 80% parent engagement rate.</p>	<p>5. Evaluation and Feedback: Reviews: Termly reviews conducted and documented. Feedback: Collected and analyzed from all stakeholders. Adjustments: Made based on feedback.</p> <p>6. Sustainability: Practices: Integrated into long-term strategies. Development: Ongoing professional development planned.</p>
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Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Develop fluency and number sense across the school by taking part in the NCTEM Mastering Number Programme	<p>Initial Preparation: Identify Lead Teachers: Select one teacher each from Reception, Year 1, and Year 2 to lead the programme. Inform Staff: Brief all relevant staff about the programme's objectives and structure. Register with NCETM: Ensure your school is registered for the programme through your local Maths Hub</p>	DL		September 24		All complete
	<p>Training and Professional Development: Attend Training Sessions: Lead teachers and the maths subject lead attend all scheduled NCETM training sessions (both online and face-to-face). Internal Workshops: Organize internal workshops to share training insights with other staff members. Ongoing Support: Set up regular meetings for lead teachers to discuss progress and challenges.</p>	DL,MS,CG,EW	Supply	once a half term		
	<p>Implementation: Daily Sessions: Implement daily 10-15 minute number sessions in Reception, Year 1, and Year 2. Use Provided Resources: Utilize the teaching materials and resources provided by NCETM for these sessions. Monitor Progress: Regularly assess students' progress in number sense and fluency.</p>	MS,CG,EW	£100	ongoing		Year 2 currently at 2 x per week needs to increase
	<p>Community and Collaboration: Join Online Community: Lead teachers participate in the NCETM online community to share practices and engage in critical reflection.</p>	MS,CG,EW		once a half term		Reception the only class to complete this.

	<p>Parent Engagement: Inform parents about the programme and provide tips on how they can support their children's learning at home.</p>				<p>To be part of the Reception and Year 1 meeting in September</p>
	<p>Evaluation and Feedback: Regular Reviews: Conduct termly reviews to evaluate the effectiveness of the programme. Feedback Loop: Collect feedback from teachers, students, and parents to identify areas for improvement. Adjustments: Make necessary adjustments based on feedback and assessment results.</p>	<p>DL, MS,EW,CG</p>		<p>once a half term</p>	<p>Not yet done. A learning walk has been completed (see summary report) and fed back to staff.</p>
	<p>Sustainability: Embed Practices: Ensure that the successful practices from the programme are embedded into the school's long-term teaching strategies. Continuous Professional Development: Plan for ongoing professional development to maintain and enhance the skills gained through the programme.</p>	<p>DL</p>			<p>Ellie Gascoyne is now using it well with her group. Elaine mould needs training to deliver to Year 4</p>

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: Paul Schumann

Governor[s]: Chair and Vice Chair

Success Criteria	<p>Completion of Training: SLT member completes DfE-approved Senior Mental Health Lead training and obtains certification.</p> <p>Implementation of Mental Health Strategy: Develop and implement a comprehensive mental health strategy with supporting policies and procedures</p>		<p>Increased Awareness and Support: Increased awareness of mental health issues and support systems among staff and students. Conduct regular mental health workshops and training sessions.</p> <p>Positive Impact on School Community: Improved student wellbeing and reduced mental health-related incidents. Positive feedback from staff, students, and parents on mental health initiatives.</p>			
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
The governing body is to look at the school vision and strategic plan for the next 5 years	To be determined at the next Full Governors development meeting					
SLT member to train as Senior Mental Health Lead	<p>Enrol in a DfE-Approved Training Program: Identify and enrol in a Department for Education (DfE) approved Senior Mental Health Lead training course. <i>These programs are designed to equip leaders with the skills needed to develop a whole-school approach to mental health and wellbeing.</i></p>	MS	DfE	09.24	PS to authorize	Michelle Simmons has enrolled onto the mental health lead course with Real Training (Course begins Jan 25)
	<p>Allocate Time and Resources: Ensure the SLT member has sufficient time and resources to complete the training. <i>This might include adjusting their workload and providing access to necessary materials and support staff.</i></p>	MS & PS	TBC	09.24	PS to liaise with MS	To be determined as the programme develops
	<p>Develop a Mental Health Strategy: Post-training, work with the SLT member to develop and implement a comprehensive mental health strategy for the school. <i>This should include policies, procedures, and support systems tailored to the school's specific needs.</i></p>	MS	TBC	01.25	Present to the GB for ratification	Dates of training to be confirmed at first session, likely to be pushed back
	<p>Ongoing Professional Development and Support: Encourage continuous professional development by attending additional workshops, seminars, and networking events. <i>Provide opportunities for the SLT member to share their knowledge with other staff and integrate mental health practices across the school.</i></p>	MS	TBC	01.25		Michelle Simmons qualified April 25 and delivered an information session regarding the school's strategy to the GB May 25

Commented [PS1]:

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR BEHAVIOUR AND ATTITUDES - Safeguarding

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: T&L Committee

Success Criteria & Benchmarks	<p>Completion and Submission of S175 Safeguarding Audit: Ensure the S175 Safeguarding Audit is completed accurately (or NSPCC action plan) and submitted to the Derbyshire County Council (DCC) by the specified deadline. Develop and implement a comprehensive action plan based on the audit findings. Training and Development: Ensure all staff and Governing Body (GB) members receive appropriate and up-to-date safeguarding training annually. Maintain records of training completion and evaluate the effectiveness of the training programs.</p>		<p>Safeguarding Portfolio Management: Keep the safeguarding portfolio up to date with all relevant policies, procedures, and evidence of compliance. Conduct regular reviews and updates to ensure alignment with current safeguarding standards and legislation. Attendance Improvement: Implement strategies to reduce the percentage of persistent absences and lateness among students. Monitor attendance data regularly and take proactive measures to address any issues.</p>			
Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
Audit current provision to ensure a culture of safeguarding throughout the school and meets the requirements of KCSIE 2024	<p>Complete Sc175 Safeguarding Audit Submit to DCC Safeguarding audit to be carried out to identify priorities for safeguarding action plan.</p>	PS/KG	£200	Submit Aut1 Governors Aut2	Report to GB Report to DCC child protection manager	NSPCC audit completed September 24. SC 175 to be explored during Spring term
	<p>Update the schools Child Protection Policy</p>	PS		Aug 24	Report to GB	Completed and ratified
	<p>Attend update training programme on My Concerns</p>	PS/KG		Sep 24	Report to GB	Move to Summer
	<p>Whole staff and GB attend annual safeguarding training</p>	PS	£250	Nov 24	Report to GB	Complete
	<p>Update school safeguarding portfolio in line with Derbyshire County Council 2024 instructions</p>	PS		Nov 24	Report to GB	Move to Spring
Consolidate the use of safety bear	<p>Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies</p>	PS with staff	1 x SM	Aut 1 Spr 1 Sum 1	HT	Aut 1 completed - ongoing
Build aspiration through the development of STEM in the school as part of a cluster	<p>Work with the cluster and Enthuse STEM hub to develop STEM across our cluster of schools Further details to follow after HT planning day TBC following Luke's report.</p>	HT staff		Aut 1	Report to GB	Move to March 26
Embed increased levels of attendance	<p>Attendance: Target persistently absent pupils Target persistently late pupils</p>	PS/JC		Ongoing	Termly report to govs	See DfE Report shared at April 25 T&L meeting

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SEND/DISADVANTAGE 2024/2025

Leader[s]: Michelle Simmons/Sarah Holmes

Governor[s]: Natalie Hickman / Katie McClean

Success Criteria & Benchmarks	High Attendance and Pupil Premium Impact: Ensure that school-provided opportunities are consistently well attended, with a particular focus on benefiting pupils eligible for the pupil premium. Monitor and evaluate the impact of these opportunities on pupil premium students to ensure they are effectively supporting their academic and personal development.		Embedding Equality and Diversity: Develop and implement effective practices to embed equality of opportunity and diversity across all aspects of the school. Regularly review and update policies and practices to ensure they promote an inclusive environment for all students and staff. Staff Training and Development: Provide ongoing, appropriate training for all staff to meet the diverse needs of pupils. Maintain comprehensive records of training completion and assess the effectiveness of training programs in enhancing staff capabilities.			
	Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring
Prioritise the needs of vulnerable learners including disadvantaged pupils and pupils with SEND.	Support children with SEND and from disadvantaged backgrounds through small group, teacher-led Kat tutoring.	In class: All staff		Weekly	Autumn 24 Spring 25 Summer 25 Through progress meetings, waves and tracking	Aut 24 waves & IEPs received and reviewed Spring waves and IEP's received and reviewed
	Support children with SEND and from disadvantaged backgrounds through quality 1st teaching. This will include extra SEND training and CPD for all staff.	In class: All staff		Weekly	Autumn 24 Spring 25 Summer 25 Through progress meetings, waves and tracking	ISAT training in Cromford Grids for learning and using adaptive technology tools. March 25 and April 25 AET Framework webinar with all staff
	Support children with SEND and from disadvantaged backgrounds through evidence-based interventions.	In class: All staff	RW to use half day to work with MS to establish children with SEND who need extra support academically and emotionally ISAT teacher will attend for 20 sessions throughout the year. MS/SH to populate Provision Mapping with available interventions for staff.	Weekly	Autumn 24 Spring 25 Summer 25 Through progress meetings, waves and tracking	Met with ISAT Teacher x 2 Regular meetings with ISAAT teacher Interventions are being added all of the time Trial of hub system for high needs children
Develop means of identifying and tracking achievement of children with SEND support [IEP]	Carry out 1:1 pupil interviews and book scrutinies	MS	Twice a year	Autumn 24 Spring/Summer 25	Learning walk with Governor	Plan for Summer 2 25 th July
	Monitor support for children identified as vulnerable children through termly waves	MS	Termly reviews	Autumn 24 Spring 25 Summer 25	Meeting with ISAT teacher to discuss the need across the school – Sept' 24	Waves and IEPs reviewed
	Regular dialogue with staff [incl. TA] to assess progress against IEP targets. Refresher training to inform staff on how to relay IEP targets to parents.	MS	Termly reviews September INSET for refresher training.	Autumn 24 Spring 25 Summer 25	Collecting IEP trackers (electronically) termly to monitor the effectiveness of IEP targets.	Planned for Jan 25 Regular meetings between sencos and TA staff.

	Refresher training for staff to disseminate the intervention tracker.					
	To monitor and track assessment across the school To refresh teachers understanding of the assessment throughout the school – Formative Footprints and Cromford Grids	MS/SH	INSET training all staff Termly reviews/checks	Autumn 24 Spring 25 Summer 25	Reviewing assessment from staff termly	Training Sep 23 and Jan 25
Implementing Provision Mapping system into the school	Refresh returning teachers on the Provision Mapping. Spend time with teachers as required to ensure that they are effectively using Provision Mapping and the tools it offers to support SEND. To monitor that staff are keeping Provision Mapping up to date with documents, intervention trackers and assessment grids.	MS	As required	Autumn 2024	Autumn 24 Spring 25 Summer 25 Review of effectiveness of system	All staff using provision mapping. Regular monitoring Provision map working well. MS completed senior Mental Health Lead training.
CPD	To use the analysis of interventions and IEP targets and needs in school to train staff on specific learning needs as required.	MS/SH	As required	Autumn 24 Spring 25 Summer 25	Feedback from staff	Ongoing
Ensuring Zones of Regulation is being utilised across the school	Remind returning staff and all other staff members about how to use the Zones of Regulation in their teaching and interactions. Provide a range of resources for staff to use in their classrooms (online) Monitor and develop the Zones of Regulations across the school	MS/SH	MS learning walk	Autumn 2024 / Spring 2025	Feedback from staff Learning Walk Autumn 24 Spring 25 Summer 25	Zones of regulation being used by all staff Plan to include zones of regulation for Sept 25
Providing new and existing staff with a clear understanding of expectations set out by the SENCO team	Training in September 2024 for all staff (teachers and TA) Inform staff about the new ISAT teacher	MS/SH	INSET training day	Autumn 24	Feedback from staff Autumn 24 Spring 25 Summer 25	Training Sept 24
Continue to implement end of year transition meetings between parents and staff	Arrange meetings for each child Provide dates for meetings	MS/SH	N/A	Summer 24	Transition meetings in Summer 2025	
To consider Forest School provision for children with SEND	Discuss with class teachers the possibility of children with SEND (NG, NB, AB, other to be considered) being able to access forest school provision in other year groups to Y2 and Y5	KL/EM	N/A Staff to be used from classes as required	Autumn 24	Monitoring the effectiveness of these sessions and their impact on these children's SEMH wellbeing. Autumn 24 Spring 25 Summer 25	Some children attending Forest School sessions 1:1 with TA

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT, EQUALITY, DIVERSITY AND INCLUSION

Leader[s]: [Paul Schumann](#)

Governor[s]: [Carolyn Burke](#)

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Success Criteria & Benchmarks</p> <p>Further develop equality, diversity and inclusion within the school with a particular emphasis on racism</p>	<p>1. Review and Update School Policies Policy Review: Success Criteria: All policies explicitly address racism and promote equality and diversity by year-end. Measurement: Documented policy changes. Policy Communication: Success Criteria: Updated policies communicated to all stakeholders within one month. Measurement: Records of communication and feedback.</p>	<p>2. Promote Diverse Curriculum Content Curriculum Integration: Success Criteria: Diverse perspectives integrated into all subjects by next academic year. Measurement: Curriculum plans and materials. Classroom Discussions: Success Criteria: Regular discussions on race and social justice, at least once per term. Measurement: Lesson plans and student feedback.</p>				
	<p>Review and Update School Policies: Policy Review: Conduct a thorough review of existing school policies to ensure they explicitly address racism and promote equality and diversity.</p>	PS		Aut 1	Monitoring summary report to GB	<p>Move to Spring 1 Move to Autumn 2025</p>
	<p>Policy Communication: Update policies to include clear procedures for reporting and addressing incidents of racism, and ensure these policies are communicated effectively to all members of the school community</p>	PS		Aut 2	Monitoring summary report to GB	<p>Move to Spring 1 Move to Autumn 2025</p>
	<p>Promote Diverse Curriculum Content: Curriculum Integration: Integrate diverse perspectives and histories into the curriculum across all subjects. Highlight contributions from various racial and ethnic groups to provide a more inclusive and representative education.</p>	PS & KG		Spr 1	Monitoring summary report to GB	<p>Move to Spring 2 Move to Autumn 2025</p>
	<p>Classroom Discussions: Encourage discussions on race, identity, and social justice within the classroom to foster a deeper understanding and respect among students.</p>	All Staff		Spr 2 & Sum 1	Learning walk	<p>Move to Autumn 2025</p>

2024-2025 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR EARLY YEARS

Leader[s]: Michelle Simmons

Governor[s]: Carolyn Burke / Natalie Hickman

Our priorities are:	Actions planned	Who?	Time / Money	When?	Monitoring	Evaluation
<p>Success Criteria & Benchmarks</p> <p>To focus on foundational maths skills and embed Maths Mastery. Ensure that children transition into Reception and feel safe and secure. To ensure that children have a successful transition from to Year 1. Ensure new staff have CPD and are fully briefed in the EYFS curriculum and ethos. To continue to inform and involve Parents/Carers in their child's learning journey.</p>						
<p>To implement the Drawing Club by Gregg Botrill.</p> <p>To ensure all staff receive training on the phonics scheme.</p> <p>To update Long Term Planning to include intent, implementation and impact.</p>	<p>Children make good progress in Early Writing.</p> <p>New staff are using the correct vocabulary when working with children in early writing tasks. Planning is clear with vocabulary so all staff can see and understand the learning.</p>	MS		<p>Autumn 2.</p> <p>Termly Reviews.</p> <p>Autumn 1</p>	<p>MS/PS</p> <p>Learning walks</p> <p>Planning scrutiny.</p> <p>Conversations with adults within the EYFS.</p>	<p>Drawing club working well- progress seen in writing and imaginative ideas.</p> <p>Children very motivated.</p> <p>All staff trained on phonics scheme.</p> <p>Planning is on the website.</p> <p>Drawing club fully implemented.</p> <p>All staff trained in phonics</p>
<p>To implement NCTEM Maths Mastery to EYFS.</p>	<p>Staff Training</p>	MS		<p>Autumn 1 2024</p> <p>Spring 1 2025</p> <p>Summer 1 2025</p>	<p>MS</p> <p>DL</p> <p>PS</p> <p>Planning scrutiny.</p> <p>Conversations with adults within the EYFS.</p>	<p>Training attended.</p> <p>Sessions working well.</p> <p>Children have made good progress.</p> <p>NCTEM embedded into the curriculum.</p> <p>Children continue to make good progress.</p>
<p>To ensure that children feel safe and secure at school.</p> <p>To observe children using the Leuven scales for wellbeing.</p> <p>To ensure that the learning environment is a calm and inspiring learning environment.</p> <p>To ensure any gaps in learning are addressed and discussed with Year 1 teacher and parents.</p>	<p>Observation of children.</p> <p>Children making good progress in Personal, Social and Emotional development areas as well as in Communication and language.</p> <p>Planning meeting with Pre school</p> <p>Conversations with adults involved with transition.</p>	<p>MS</p> <p>MS</p> <p>MS</p>		<p>Autumn 2024</p> <p>Summer 2025</p> <p>January 2025</p>	<p>MS</p> <p>Ms</p> <p>MS</p>	<p>Very settled.</p> <p>Good routines</p> <p>Calm environment</p> <p>Motivated children</p> <p>As above:</p> <p>Transition meetings with the year 1 teacher planned.</p> <p>Transition programme for the new children underway.</p>
<p>EYFS specific CPD through Schools Net Training.</p> <p>In house training and sessions.</p>	<p>Staff will feel confident to explain areas of learning.</p>	MS		<p>Ongoing throughout the year.</p>	MS	
<p>To invite parents to a phonics/ maths information session</p> <p>To use Tapestry to share activities and news with parents/carers.</p>	<p>Parents will feel involved and be able to help children with their learning at home.</p> <p>Parents will comment and share observations contributing to their child's learning journey</p>	MS		<p>September 2024</p> <p>Ongoing</p>	<p>MS</p> <p>MS</p>	<p>Sessions planned for July/September</p>

