



2022 – 2023

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

We have recently reviewed our School Improvement Plan (SIP) in order to ensure continued & sustained improvement at Little Eaton Primary School. The new SIP, which is officially launched in September, builds on previous progress that the school had made since its Ofsted inspection in 2017

Evidence tells us that our Core Priorities for 2022/2023 are:

- Prioritise the needs of vulnerable learners including disadvantaged pupils.
- Raise levels of attainment and progress across the school in writing and maths
- Further develop our curriculum (knowledge progression and assessment)
- Build resilience in our children and move our RSE programme from compliant to quality

2022-2023 SCHOOL DEVELOPMENT PLAN – OVERVIEW

| | Evaluation tells us we need to: | SDP priorities |
|------------------------------------|--|--|
| Quality of Education Curriculum | <p>Prioritise the needs of vulnerable learners including disadvantaged pupils.</p> <p>Focus upon Outstanding practice across the whole curriculum</p> <p>Increase attainment and progress across the school</p> <p>Increase outcomes across subject areas</p> <p>RSE – see Personal Development</p> <p>Develop equality, diversity and inclusion (EDI) throughout the curriculum</p> | <p>Accelerate the progress of pupils not on track to achieve to achieve expected standards in reading, Writing and Maths</p> <p>Accelerate the progress of Pupil Premium Pupils standards in Reading, Writing and Maths</p> <p>Utilise lesson study and MathsHub to create opportunities for staff to reflect on their practice and develop new approaches to learning</p> <p>Ensure all staff receive a comprehensive programme of development</p> <p>Secure opportunities for development and monitoring from our cluster school neighbours</p> <p>Target pupils with the National Tutoring Programme</p> <p>Embed knowledge progression through our curriculum design.</p> <p>Engage with EDI as a cluster priority</p> <p>Evaluate the school’s position related to EDI to identify next steps</p> <p>Broadening pupils’ education through curriculum development on EDI</p> <p>EDI permeates our behaviours and thinking.</p> |
| Quality of Education English | <p>Reading</p> <p>Raise standards in reading for all learners, including vulnerable. (QofE)</p> <p>What else? What did our end of year evidence tell us to concentrate on?</p> <p>Ensure that the teaching of phonics is consistent and effective in EYFS & Y1 (QofE)</p> | <p>Review 2022 end of year data</p> <p>Identify areas to develop</p> <p>Present to SLT</p> <p>Research a range of whole school approaches to reading</p> <p>Present ideas to SLT</p> <p>Develop whole school reading approach</p> <p>Present in staff meeting</p> <p>Monitor to ensure approach is successful throughout the school / adapt where necessary</p> <p>Deliver staff and TA training on phonics to ensure consistent approach throughout the school</p> |

[Action Plan](#)

[Action Plan](#)

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| | <p>Writing Continue to raise standards in writing, especially amongst vulnerable pupils (Cusp) (QofE, B&A)</p> <p>Further increase the rate of Boys writing progress so that attainment figures across the school match reading and maths</p> <p>Increase the proportion of children able to write at age expected levels or better (QofE)</p> | <p>Vulnerable pupils are identified and form part of the teacher handover sessions and pupil progress meetings School led small group tutoring to take place (1 x LK2 1 x UK2) HLTA to support in Year 2</p> <p>Vulnerable boys are identified and targeted. Develop the use of purposeful vocabulary supported by use of magpie books Further embed the use of toolkits with clear genre-specific criteria Establish short burst and 'free write' opportunities across the school Utilise lesson study to further develop modelled and shared writing</p> <p style="text-align: right;">Action Plan</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Quality of Education Maths</p> | <p>Continue to prioritise the needs of vulnerable learners including disadvantaged pupils by: Continuing to raise standards in maths, particularly:</p> <p>Ensure children are being challenged in all lessons using a range of problem solving and reasoning questions.</p> <p>Developing models and images to support calculation (QofE) Enabling parents to support their children with maths (B&A)</p> | <p>Raise the profile of TT Rockstars Introduce Numbots to year 1 Introduce Numbots to reception Flashback 4's starter</p> <p>CPA approach used in lessons. Take part in Maths Hub training White Rose INSET training Challenge cards available for children who have completed their work</p> <p>Manipulatives progression document Examples of CPA approach on working walls Manipulatives available for children to use regardless of ability. Parent workshops Support materials for home use Maths information available on class pages</p> <p style="text-align: right;">Action Plan</p> |

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| Leadership and Management | <p>Develop staff, governors, and the curriculum to move from Good to Outstanding</p> <p>Strengthen the role of governors within the school post-pandemic</p> | <p>Knowledge progression documents in place across all subject areas Assessment of foundation subjects is developed and in place across the curriculum</p> <p>Further develop the quality of teaching through: Strengthening cluster work Staff completing SEN qualification Staff completing NPQH and NPQSL qualifications Staff completing maths hub training A programme of training for support staff is in place to develop independent learning skills and higher order questioning RSE and safeguarding training for all staff and governors</p> |
| Behaviours and Attitudes SEND & Vulnerable children | <p>Prioritise the needs of vulnerable learners including disadvantaged pupils and pupils with SEND.</p> <p>Increase levels of attendance</p> | <p>Support children with SEND and from disadvantaged backgrounds through: Quality 1st teaching Small group, teacher led tutoring Evidence based interventions</p> <p>Attendance: Target persistently absent pupils Target persistently late pupils</p> |
| Behaviours and Attitudes Safeguarding | <p>Continue to secure a culture of safeguarding throughout the school (L&M, PD)</p> | <p>Complete safeguarding audit Ensure a mental health focus for the first term of returning to school. Re-promote Safety Bear as a means for pupils to bring issues to adults. Engage with online safety projects (i-vengers) Embed the new RSE programme of study. Ensure staff receive appropriate RSE training</p> |
| Personal development | <p>Develop resilience in our children</p> <p>Develop RSE curriculum to move from compliant to quality</p> | <p>Embed STEM programme in school. Develop a whole school approach to self-regulation (SEN action plan) Introduce the role of Anti-Stigma Ambassadors</p> <p>School council – develop a focus around the Green Way plans and the school site (ECO)</p> <p>Introduce floor books Embed common vocabulary Complete BERT Award</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Early Years</p> | <p>Develop EYFS leadership</p> <p>Explore staff development opportunities</p> <p>To continue to focus on communication and language</p> | <p>EYFS lead to complete NPQSL</p> <p>Mentor a School Direct placement student for the year (student from Alfreton Nursery School)</p> <p>Create links and access development opportunities for staff with Alfreton Nursery School (ITT centre and outstanding school and member of the Potentia Teaching School Hub)</p> <p>To introduce Poetry basket sessions to the curriculum.</p> <p>To ensure all staff are aware of the intentional vocabulary to be taught to children through a language rich environment, adult prompt sheets and vocabulary pyramid planning sessions.</p> <p style="text-align: right;">Action Plan</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Buildings</p> | <p>Maintain and develop the school buildings and wider site</p> | <p>New carpets for year 5 and 6 and infant block</p> <p>New doors x 5 via match funding</p> <p>Paint terrapin</p> <p>Continue with rolling works programme</p> <p>Fix render on the wall</p> <p>Repair/replace Play Quest</p> <p style="text-align: right;">Action Plan</p> |

2022 – 2023

LITTLE EATON PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

ACTION PLANS

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION CURRICULUM

Leader[s]: Paul Schumann

Governor[s]: T&L Committee

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|---|--|-------------|---------------------|------------------|---|-------------------|
| Success Criteria & Benchmarks | Increase attainment and progress across the school in R, W & M Outcomes across foundation subjects are measured Attainment and progress in Year 2 and Year6 are above national averages Accelerated progress of vulnerable and pupil premium children is evident 100% of monitoring activities show good or better practice 70% of monitoring activities show Outstanding practice Lesson studies are completed, and findings/reflections are shared with whole staff and acted upon Maths Hub phase 1 is completed | | | | Ensure that the high levels of attainment and progress in reading are sustained Pupils in the school receive a consistent phonics programme across year groups A whole school approach to reading is established. | |
| Our priorities are: | Actions planned | Who? | Time / Money | When? | Monitoring | Evaluation |
| Prioritise the needs of vulnerable learners including disadvantaged pupils. | Identify pupils from 2022 tracking | PS | | Aug 22 | Paper trail GB Report | |
| | Ensure pupils match those focused upon in teacher handover | PS | | Aug 22 | Paper trail GB Report | |
| | Meet with teachers to ensure that provision is in place | PS | | Sep 22 | Staff meeting notes | |
| | NTP for those identified as suitable | PS | See catch-up plan | Sep 22 | Paper trail GB Report | |
| | Small group targeted interventions are in place for those pupils/Year groups identified | PS | | Sep 22 | Paper trail GB Report | |
| | Conduct termly pupil progress meetings to monitor performance and adjust plans as required | PS/KG | | Dec 22 | Paper trail GB Report | |
| | Instigate regular meetings with parents to ensure maximum home support | PS | | Sep 22 | Paper trail GB Report | |
| Focus upon Outstanding practice across the whole curriculum | Begin maths hub programme of study | DT | See maths plan | | | |
| | Create opportunities to use lesson study | PS | Supply costs | Nov 22 Mar 23 | GB Report | |
| | Subject leads to identify and deliver analysis of outstanding practice within their subject area | PS | SM time | Aut 2-Spr 1 | SM minutes | |

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|---|--|---------------|-----------------------------------|---------------|-----------|--|
| | Create links and opportunities for development with Alfreton Nursery and teaching hub (EYFS) | MS | See EYFS plan | Aut1 Sum 2 | GB Report | |
| Develop staff and the curriculum to move the quality of teaching from Good to Outstanding | Knowledge progression documents in place across all subject areas | PS/KG | Subject Management time | Aut 1 | GB Report | |
| | Assessment of foundation subjects is developed and in place across the curriculum | | Subject Management time | Aut 2 | GB Report | |
| Develop equality, diversity and inclusion (EDI) throughout the curriculum | Complete the EDI Tool Kit (SLT and with staff in INSET (17.03.22) | PS/ all staff | INSET | Sp2 | GB report | |
| | Subject leaders to conduct a review of schemes of work/curriculum map route to explore opportunities where matters related to EDI could be strengthened, embedded and implemented at different points of delivery. | Tch staff | SM | Sp 2 | GB report | |
| | Complete a book audit in the library/classrooms | KG/EW | Management time Book purchases | SP 2 | HT | |
| | Ensure that terminology linked to EDI is embedded within the curriculum and that pupils have multiple opportunities to use this language within the classroom Actively make links with the parental community | PS/KG/EG | Management time | Sum 1 | GB report | |
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2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION ENGLISH

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

Governor[s]: Rebecca Knowlson/ Martin Holland-Lloyd

| Our priorities are: | Actions planned | Who? | Time / Money | When? | Monitoring | Evaluation |
|---|---|-------------------------------|----------------------------------|----------------------------------|--|---------------------------------|
| <p>Writing</p> <p>Continue to raise standards in writing, especially amongst vulnerable pupils (Cusp) (DofE, B&A)</p> | <p>Vulnerable pupils are identified and form part of the teacher handover sessions and pupil progress meetings</p> <p>School led small group tutoring to take place (1 x LK2 1 x UK2) HLTA to support in Year 2</p> | <p>PS/KG and CT</p> <p>MR</p> | <p>Approx. £1000</p> | <p>1 x pm UKS2 2xpm LKS2</p> | <p>Tracking</p> <p>Pupil progress meeting</p> <p>Book look</p> | <p>Report to governing body</p> |
| <p>Further increase the rate of Boys writing progress so that attainment figures across the school match reading and maths</p> <p>Increase the proportion of children able to write at age expected levels or better (QofE)</p> | <p>Vulnerable boys are identified and targeted.</p> <p>Develop the use of purposeful vocabulary supported by use of magpie books</p> <p>Further embed the use of toolkits with clear genre-specific criteria</p> <p>Establish short burst and ‘free write’ opportunities across the school</p> <p>Utilise lesson study to further develop modelled and shared writing</p> | <p>KG</p> | <p>Staff Meetings</p> | <p>Spring term</p> | <p>Staff meeting minutes</p> <p>Lesson Obs.</p> <p>Pupil voice/book look</p> | <p>Report to governing body</p> |
| <p>Reading</p> <p>Raise standards in reading for all learners, including vulnerable. (QofE)</p> | <p>1. Research a range of whole school approaches to reading</p> | <p>EW</p> | <p>Half day</p> | <p>Autumn</p> | <p>Pupil Voice</p> | |
| | <p>2. Present ideas to SLT</p> | <p>EW</p> | <p>During SLT meeting?</p> | <p>Autumn</p> | | |
| | <p>3. Develop whole school reading approach</p> | <p>EW</p> | <p>Half day x2 Funds TBC</p> | <p>Autumn/Spring</p> | | |
| | <p>4. Present in staff meeting</p> | <p>EW</p> | <p>Staff meeting</p> | <p>Spring</p> | <p>Staff to trial lessons</p> | |
| | <p>5. Monitor to ensure approach is successful throughout the school / adapt where necessary</p> | <p>EW</p> | <p>Approx. 2 hours</p> | <p>Summer</p> | <p>Learning walks</p> <p>Pupil Voice</p> <p>Data</p> | |
| | <p>1. Review 2022 end of year data</p> | <p>EW</p> | | <p>Autumn</p> | | |

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| What else? What did our end of year evidence tell us to concentrate on? | 2. Identify areas to develop | EW | Half day/own time | Autumn | | |
| | 3. Present to SLT | EW | During SLT meeting? | Autumn | | |
| Ensure that the teaching of phonics is consistent and effective in EYFS & Y1 (QofE) | Deliver staff and TA training on phonics to ensure consistent approach throughout the school | MS | INSET | Autumn 1 | Learning walks and pupil interviews | T&L report |

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR QUALITY OF EDUCATION MATHS

Leader[s]: [Dominique Theobald](#)

Governor[s]: [Rachel Whatley](#)

| Our priorities are: | Actions planned | Who? | Time / Money | When? | Monitoring | Evaluation |
|---|--|---|--------------|---|---|------------|
| Continue to prioritise the needs of vulnerable learners including disadvantaged pupils by: Continuing to raise standards in maths, particularly: | Raise the profile of TT Rockstars Introduce Numbots to year 1 Introduce Numbots to reception Flashback 4’s starter CPA approach used in lessons. | DT DT DT/MS All staff All staff | | Autumn Autumn Summer 2 Autumn Ongoing | Learning walk Learning walk | |
| Ensure children are being challenged in all lessons using a range of problem solving and reasoning questions. | Take part in Maths Hub training White Rose INSET training Challenge cards available for children who have completed their work | DT KT All staff All staff | | Ongoing TBC Ongoing | Book scrutiny Learning walk | |
| Developing models and images to support calculation (QofE) | Manipulatives progression document Examples of CPA approach on working walls Manipulatives available for children to use regardless of ability. | DT All staff DT | | Spring Spring Spring | Learning walk Learning walk Learning walk | |
| Enabling parents to support their children with maths (B&A) | Parent workshops Support materials for home use Maths information available on class pages | DT DT All staff | | Autumn term Autumn term Autumn term | GB | |

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR LEADERSHIP AND MANAGEMENT

Leader[s]: Paul Schumann

Governor[s]: Rebecca Knowlson & Carolyn Burke

| Success Criteria & Benchmarks | GB and new members receive appropriate training in line with needs identified in skills matrix SEN and NPQ qualifications are completed, and Phase 1 of the maths hub training is completed Governors completed active monitoring sessions in line with the core priorities of the year School staff receive a comprehensive training programme in maths, RSE and phonics | | | | | |
|--|--|-------------|--------------|------------------|---------------------------|------------|
| Our priorities are: | Actions planned | Who? | Time / Money | When? | Monitoring | Evaluation |
| Strengthen the capacity of the Governing Body | All governors complete skills audit | GB | | Sep AGM | Gov Minutes | |
| | Complete parent elections with candidate specific skill requirements | PS | | Sep | Gov minutes | |
| | Ensure new governors receive new to governor training | PS/JS | £300 | Sep Nov | Training records | |
| | As a result of skills matrix, HT and chairs to plan appropriate training | PS/CB/RK | £500 | Aut 2 Spr 2 | Training records | |
| Strengthen the role of governors within the school post-pandemic | Create a timetable of active monitoring sessions | PS | | Aut 1 | Monitoring summary report | |
| | Raise the profile of the GB through increased attendance at key and routine occasions | CB/RK | | Aut 1 onward | Monitoring summary report | |
| | Continue to capture safeguarding and the pupil voice through annual audit | CB/LD | | Aut 1 onward | Monitoring summary report | |
| | Inform the parent community of visits to school through the school website and school newsletters | | | Aut 2 onward | Report to GB | |
| Build leadership capacity across the school | Further develop the quality of teaching through: | | | | | |
| | Strengthening cluster work – HT to devise a programme of collaboration | PS | TBC | Aut 1 | Year planner GB Report | |
| | Staff completing SEN qualification | MS/SR | Free | Aut 1 onwards | SEN Governor to interview | |
| | Staff completing NPQH and NPQSL qualifications | MS/SR | Free | Aut 1 Onward | HT | |
| | Staff completing maths hub training | DT/KT | Free | Aut 1 Onward | HT T&L committee | |
| | A programme of training for support staff is in place to develop independent learning skills and higher order questioning | PS/KG/DT/ET | £400 | Jul 22 onward | HT T&L committee | |
| | RSE and safeguarding training for all staff and governors | PS/EG | £300 | Sep 22 onward | HT T&L committee | |

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR BEHAVIOUR AND ATTITUDES - Safeguarding

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: T&L Committee

| Success Criteria & Benchmarks | S175 Safeguarding audit send to DCC and action plan generated All staff/GB receive appropriate training Staff are all using teach computing SofW, which includes online safety Safeguarding portfolio is up to date Percentage of persistent absences and lates decreases | | | | | |
|--|---|---------------|--------------|----------------------------------|--|------------|
| 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 2022 | Complete Sc175 Safeguarding Audit . Submit to DCC Safeguarding audit to be carried out to identify priorities for safeguarding action plan. | PS/KG | £200 | Submit Aut1 Governors Aut2 | Report to GB Report to DCC child protection manager | |
| | Update the schools Child Protection Policy | PS | | Aug 22 | Report to GB | |
| | Attend update training programme on My Concerns | PS/KG | | Sep 22 | Report to GB | |
| | Whole staff and GB attend annual safeguarding training | PS | £250 | Sep 22 | Report to GB | |
| | Update school safeguarding portfolio in line with Derbyshire County Council 2022 instructions | PS | | Sep 22 | Report to GB | |
| Consolidate the use of safety bear | Promote safety Bear within the school – teachers to use a class assembly as delivery and HT assemblies | PS with staff | 1 x SM | Aut 1 Spr 1 Sum 1 | HT | |
| Review teaching and communication of online safety | Coordinator to develop the TeachComputing new scheme of work | PS with staff | 1 x SM | Aut 1 | Report to GB | |
| Increase levels of attendance | Attendance: Target persistently absent pupils Target persistently late pupils | PS/JC | | Ongoing | Termly report to govs | |

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT SEND/DISADVANTAGE 2021/2022

Leader[s]: Michelle Simmons/Sarah Rouke

Governor[s]: Emma Vanter

| Success Criteria & Benchmarks | <ul style="list-style-type: none"> • Opportunities provided by the school are consistently well attended and these particularly benefit those eligible for pupil premium. • The school develops effective practice so that equality of opportunity and diversity is embedded across all aspects of school. • Staff are appropriately trained to meet the needs of pupils | | | | | |
|--|---|--|----------------|-------------------------------------|--|------------|
| Our priorities are: | Actions planned | Who? | Time / Money | When? | Monitoring | Evaluation |
| 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 tutoring | In class: All staff Interventions: MR | Supply hours | Weekly | Autumn 22 Spring 23 Summer 23 Through progress meetings, waves and tracking | |
| | Support children with SEND and from disadvantaged backgrounds through quality 1 st teaching | In class: All staff Interventions: MR | Supply hours | Weekly | Autumn 22 Spring 23 Summer 23 Through progress meetings, waves and tracking | |
| | Support children with SEND and from disadvantaged backgrounds through evidence-based interventions | In class: All staff Interventions: MR | Supply hours | Weekly | Autumn 22 Spring 23 Summer 23 Through progress meetings, waves and tracking | |
| Develop means of identifying and tracking achievement of children with SEND support [IEP] | Carry out 1:1 pupil interviews and book scrutiny | MS/SR | Twice a year | Autumn 22 Spring/Summer 23 | Learning walk with Governor | |
| | Monitor support for children identified as vulnerable children through termly waves | MS/SR | Termly reviews | Autumn 21 Spring 22 Summer 22 | Planning meeting with Ed Psych | |
| | Regular dialogue with staff [incl. TA] to assess progress against IEP targets. Use of staff questionnaires | MS/SR | Termly reviews | Autumn 21 Spring 22 Summer 22 | Dates are set and on calendar | |
| Implementing a new Provision | Purchase of the new system Uploading details into the system | PS to purchase | £675 | Autumn 2022 | Autumn 22 Spring 23 | |

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| Mapping system into the school | Disseminating relevant information to staff | MS/SR to implement | | | Summer 23 Review of effectiveness of system | |
| CPD | SENCOs to obtain relevant qualifications for the role | SR/MS | £3,000 for course | By April 2023 | Assessment by RealGroup education | |
| Implementing the Zones of Regulation across the school | Brief teachers on using the Zones of Regulation (CPD in staff meeting) Provide a range of resources for staff to use in their classrooms Monitor and develop the Zones of Regulations across the school | SR/MS | £50 for ZOR book | September 22 | Feedback from staff Autumn 22 Spring 23 Summer 23 | |
| Providing staff with a clear understanding of expectations set out by the SENCO team | Implementation of a 'SEND JOURNEY' Implementation of a 'Report a concern' form Implementation of classroom files Implementation of a SEND 22-23 calendar | SR/MS | N/A | From Autumn 22 | Feedback from staff Autumn 22 Spring 23 Summer 23 | |
| Continue to implement end of year transition meetings between parents and staff | Implement meetings for each child Provide dates for meetings | MS/SR | N/A | Summer 23 | SENCO in meetings | |

2022-2023 SCHOOL DEVELOPMENT PLAN – ACTION PLAN FOR PERSONAL DEVELOPMENT

Leader[s]: Paul Schumann / Karen Gardiner

Governor[s]: Carolyn Burke & Lee Drew

| Success Criteria & Benchmarks | | | | | | |
|--|---|-------|--------------|--------------|--------------|------------|
| Our priorities are: | Actions planned | Who? | Time / Money | When? | Monitoring | Evaluation |
| Develop resilience in our children | Develop growth mind set across the school Through assemblies and pilot classes in the first instance | PS/SR | | Spr1 | Report to GB | |
| | Develop a whole school approach to self-regulation (SEN action plan)-see SEN action plan | SR/MS | £100 | Aut 1 | SEN Governor | |
| | Introduce the role of Anti-Stigma Ambassadors -hold elections -deliver training -hold assemblies -external training | PS/EG | £100 | Aut1 | SEN Governor | |
| | School council – develop a focus around the Green Way plans and the school site (ECO) | PS/JD | | Aut 1 onward | GB | |
| Ensure children have a broad and balanced PSHE/RSE curriculum which moves from compliance to quality | Complete BERT award (follow action plan) | PS/EG | | Aut 1 onward | GB | |
| | Introduce floor books in all classes | PS/EG | | Aut 1 onward | GB | |
| | Complete pupil voice activities within lessons to help direct next steps in learning | PS/EG | | Aut 1 onward | GB | |

2022-2023 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 |
|---|--|------|--------------|----------|--------------------------|------------|
| Success Criteria & Benchmarks | NPQSL is completed (Sum2023) Mentorship of student from Alfreton Nursery is completed (Sum 2023) A series of mentor training session is complete, links are made and visits to Alfreton Nursery undertaken. Findings fed back to the GB (Spr 2023) CPD of support staff is initiated and logged The poetry basket is in place and observed in action (Aut/Spr) The vocabulary pyramid is in place and observed in action (Aut/Spr) A timetable of liaison is produced and implemented (Spr/Sum 23) | | | | | |
| Develop EYFS leadership | EYFS lead to complete NPQSL | MS | | Spring 2 | MS/PS | |
| | Mentor a School Direct placement student for the year (student from Alfreton Nursery School) | MS | | All Year | MS/PS | |
| Explore staff development opportunities | Create links and access development opportunities for staff with Alfreton Nursery School (ITT centre and outstanding school and member of the Potentia Teaching School Hub) | MS | | Autumn 1 | GB report / presentation | |
| | To ensure EYFS staff have access to CPD throughout the year. | MS | | All Year | | |
| To continue to focus on communication and language | To introduce Poetry basket sessions to the curriculum. | MS | £30 | Autumn 1 | PS/KG learning walk | |
| | To ensure all staff are aware of the intentional vocabulary to be taught to children through a language rich environment, adult prompt sheets and vocabulary pyramid planning sessions. | MS | | Autumn 1 | | |
| To continue to ensure a smooth transition into EYFS | Continue to build links with Little Eaton Village Pre-school. | MS | | Spring 2 | PS | |
| | Ensure transition is planned in advance with opportunities for new starters to visit and take part in activities. | MS | | Summer 1 | PS | |
| To continue to ensure a smooth transition from EYFS to Year 1 | Planned activities in summer term to build up children's confidence about moving to the next class | MS | | Summer 2 | PS | |