



Village Infants School

School Improvement Plan

2024 – 2025

Our core values of **resilience**, **perseverance**, **curiosity** and **kindness** underpin all that we do. Our vision is for our children to develop these values, and grow as learners, to celebrate challenge and learn from mistakes together.

Current Strengths and Development Priorities

Strengths	Areas for Development
<ul style="list-style-type: none"> - Good Ofsted Report - Strong senior leadership focused on raising standards and pupil and staff wellbeing, new mental health lead in role - Embedded synthetic phonics scheme throughout school led by two experienced Reading Leaders - Attainment in KS1 is above LA and National average in all subjects (based on 2023 published National average and 2024 estimated National average) - Children are challenged physically and academically by a broad engaging curriculum which is enriched by wider opportunities Established curriculum with clear progression across the school that provide pupils with enriching opportunities. - Behaviour of pupils is good - School values are embedded throughout the school and pupils think with a growth mindset - Pupil Wellbeing and SEMH is a priority, with children’s individual needs at the forefront of all decision making - Floor books embedded throughout school to support pupil engagement and prior learning - Targeted interventions in place throughout school to support pupil progress 	<ul style="list-style-type: none"> - Further develop subject leads ability to monitor and challenge the impact of the curriculum and engagement of all pupils (Priority 1) - To further develop writing throughout the school through use of Talk for Writing and Power of Reading strategies, Little Wandle programmes and oracy (Priority 2) - To further develop a Reading for Pleasure culture throughout the school by providing outdoor libraries in EYFS and KS1 and ensuring all pupils become members of the public library (Priority 3) - To deepen parental engagement with the school SSP programme and further develop staff CPD of delivery of school SSP programme (Priority 3) - To achieve Primary Quality Science Mark (Priority 4) - To embed Edukey fully across the school to support monitoring of progress, communication with parents and transition (Priority 5) - To further develop teaching and learning in EYFS (Priority 6) - To further develop systems and strategies to support inclusion in mainstream classes for SEND pupils (Priority 7)

Evaluation of SDP 2023 – 2024

PRIORITY 1 Teaching and Learning	
Current Position	<ul style="list-style-type: none"> The school has successfully moved away from written feedback to verbal feedback and on the spot marking and mid lesson learning stops although there are inconsistencies in use of marking and editing across the school Random Learning partners are embedded throughout the school which has proved a very successful mixed ability strategy There is robust research and evidence showing that 'ability grouping has minimal effects on learning outcomes and profound negative equity effects' (Hattie 2009) Mixed ability grouping in different lessons has been trialled across the school and needs to be further developed. We have explored the use of floor books to further pupil's learning and visited other schools to observe and provide examples
Objective	<ul style="list-style-type: none"> To ensure consistency in marking and editing within year groups and across the school To plan for mixed ability opportunities within year groups so mixed ability grouping is regularly and consistently used to encourage peer co-learning, greater pupil self-esteem, aspiration and independence. For each class to introduce a floor book which is regularly shared and updated with pupils to encourage them to think and talk about their current learning, reflect on their prior learning and make connections between the two. For stuck strategies to be co-constructed, displayed in each class and referred to with children to encourage independence and pupil self-efficacy.
Monitoring	Learning Walks/Book Looks/Observations/Pupil Feedback

How/What	Who	Resources	Timescale	Evidence / Impact
Marking <ul style="list-style-type: none"> 'On the spot' marking is used to highlight successes, identify an improvement and share this verbally. Marking codes are used consistently by all adults Adult support is given for pupils to edit/improve their work using a green pen 	Teachers LSAs	Inset Time TA meetings	On going	<ul style="list-style-type: none"> Book looks learning walks pupil feedback Moderations within year groups, across year groups and with other schools
Mixed Ability <ul style="list-style-type: none"> Opportunities for mixed ability grouping identified in planning Lower attaining pupils do not always have adult support Teachers and LSA's work with all abilities Random Learning Partners changed weekly Co-constructed success criteria for good talk displayed and referred to Routine of thanking and complimenting partner at the end of each week established as routine 	Teachers LSAs	Inset Time TA Meetings Peer observations	On going	<ul style="list-style-type: none"> Learning Walks Pupil Feedback System for choosing random partners displayed Co-constructed success criteria for good talk displayed in class Planning

<p>Stuck strategies</p> <ul style="list-style-type: none"> • Stuck strategies co-constructed, displayed in each class and referred to with children to encourage independence and pupil self-efficacy. • Stuck strategies to include ask a friend and refer to use of learning wall/tool box • Success criteria co-constructed, displayed and referred to • Adults model good peer co learning behaviours • Adults praise pupils asking for help 	<p>Teachers LSAs</p>		<p>On going</p>	<ul style="list-style-type: none"> • Co-constructed stuck strategies displayed in each class • Co-constructed success criteria displayed in each class • Pupils refer to learning walls/stuck strategies/remember to (evidence of some good practise but needs to be consistently used throughout school) • Pupils happy to ask for help, receive help and discuss their learning • Pupil Feedback • Learning Walks
<p>Floor Books</p> <ul style="list-style-type: none"> • Each class has a floor book accessible to pupils • Floor book which is regularly shared and updated with pupils to encourage them to think and talk about their current learning, reflect on their prior learning and make connections between the two. • Floor book is colour coded to aid location of specific subjects • Floor books regularly shared with colleagues in staff meetings for discussion 	<p>Teachers LSAs</p>	<p>Large Floor Book for each class</p>	<p>On going</p>	<ul style="list-style-type: none"> • Floor books accessible to children in each class • Children able to use floor books to talk about their learning • Learning Walks • Pupil Feedback • Shared with colleagues

PRIORITY 3	EYFS
Current Position	<ul style="list-style-type: none"> GLD 58% which was below LA and National average New EYFS lead appointed
Objective	<ul style="list-style-type: none"> To improve teaching and learning, attainment and progress in EYFS To develop outdoor provision in Reception

How/What	Who	Resources	Timescale	Evidence / Impact
<ul style="list-style-type: none"> Termly pupil progress meetings Develop new GLD tracking system to monitor pupil progress Interventions effectively used to address gaps across the curriculum Training for LSAs to deliver interventions 	EYFS Lead Rec teachers LSAs	Cover	Termly Ongoing	<ul style="list-style-type: none"> Improved outcomes for pupils Observations and monitoring of interventions <p>GLD 62%</p>
<ul style="list-style-type: none"> Termly moderation across year group to ensure consistency of judgements 	EYFS Lead Rec teachers HT/DH	Inset Time	Termly	<ul style="list-style-type: none"> Improved outcomes for pupils Book Looks Learning Walks
<ul style="list-style-type: none"> Planning reviewed and adapted supported by maths and literacy co-ordinators Planning adapted for indoor/outdoor environments linked to current learning 	EYFS Lead Rec teachers Maths/Literacy Co-ordinators		Weekly	<ul style="list-style-type: none"> Improved outcomes for pupils Adapted Planning Learning Walks
<ul style="list-style-type: none"> Outdoor area organised into learning zones and resourced appropriately. CPD for staff to develop outdoor learning through play 	EYFS Lead Rec Teachers LSAs	£12,000	Ongoing	<ul style="list-style-type: none"> Adults and pupils engaged in meaningful learning through play Improved outcomes for pupils Learning Walks

<ul style="list-style-type: none"> To develop a network with other early years settings to share good practise and support development of provision 	EYFS Lead	Cover	Ongoing	<ul style="list-style-type: none"> Improved outcomes for pupils
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PRIORITY 4	Governance
Current Position	Following permanent appointment of HT and DHT the school would now benefit from a strategic development of Governance
Objective	To support Governors to further develop specific Governor roles and responsibilities to ensure Leadership and Management of the school is strong

How/What	Who	Resources	Timescale	Evidence / Impact
Governors attend full board training by SIP and also take responsibility for attending additional training opportunities	SIP Governors	SIP	Autumn Term	<ul style="list-style-type: none"> Governors will have a better understanding of their roles and responsibilities GB minutes
Review key areas and responsibilities for each Governor	HT/SIP Governors		Autumn Term	<ul style="list-style-type: none"> Governors will have an assigned key area and responsibility GB minutes
Prioritise development of key roles: Safeguarding, Inclusion, Curriculum and Attendance providing detailed descriptions of expectations for these roles to support Governors	HT/SIP Governors		Autumn Term Ongoing	<ul style="list-style-type: none"> Job descriptions provided GB minutes
SIP to interview Governors with key roles			Summer Term	<ul style="list-style-type: none"> SIP feedback on Governor interviews GB minutes <p>Not achieved</p>
Provide Governors with detailed context and summaries of school and key areas	HT/DHT SIP		Autumn Term Ongoing	<ul style="list-style-type: none"> Governors have a clear understanding of the school and key areas GB minutes
School to provide opportunities for Governors to visit on a regular basis and provide checklist of expectations for visit	HT/DHT/SIP Governors		Termly	<ul style="list-style-type: none"> Regular Governor visits Feedback from Governors GB minutes
Gather the views of all stakeholders through surveys and face to face contact	SLT Governors		Termly	<ul style="list-style-type: none"> Survey analysis Feedback from Governors GB minutes

PRIORITY 5	Reading
Current Position	<ul style="list-style-type: none"> • Little Wandle, a systematic and synthetic phonics programme is embedded throughout the school • Each year group uses the power of reading programme to provide deep immersion in a high quality text every half term • In addition to phonic books pupils have access to a wide range of books to read independently at home • Pupils are read to every day • Every classroom has an inviting book corner • Each year group has a reading spine of quality books to read aloud to pupils
Objective	<ul style="list-style-type: none"> • To further develop a reading for pleasure culture in the school

How/What	Who	Resources	Timescale	Evidence / Impact
School library <ul style="list-style-type: none"> • Audit books • Update system for organising books • Design and install high quality wall art to make the school library a welcoming and inspiring space • Encourage parents to become 'school librarians' to support pupils use of library • Designated timetabled library time for each class to visit the school library and borrow books • Every pupil to join and visit the Public Library Planned for next academic year 	YC LSAs Parents Parents Teachers KK/ Teachers	Outta reach	Terms 1 & 2	<ul style="list-style-type: none"> • School library an inviting and inspiring space • School library regularly used by pupils to borrow books • Parents involved in supporting use of library for pupils
Story time <ul style="list-style-type: none"> • Ensure story time is a sacred and special time every day to read and explore a variety of books and poems • Plan regular visitors to read at story time including SLT /teachers/ LSAs from different classes/year groups • Teachers and LSAs share their love of reading and favourite authors with pupils • Hold a parent workshop to provide information about the social, emotional and cognitive benefits of reading for pleasure and giving parents the opportunity to observe story time in their child's class and share a book with their child • Each class to have a featured author every half term with books and biographical information displayed 	Teachers SLT Teachers LSAs		Ongoing	<ul style="list-style-type: none"> • Learning walks • Pupil voice – reading survey • Focus authors displayed in classrooms and on windows for parents

<ul style="list-style-type: none">• Pupils involved in choosing story time book/focus author through a voting system				

SIP 2024 – 2025

PRIORITY 1	Teaching and Learning
Current Position	<ul style="list-style-type: none"> • Marking codes have been reviewed and are now being used across KS1 • Mixed ability opportunities are used regularly across the curriculum • Floor books used consistently across school, regularly shared and updated with pupils to encourage them to think and talk about their current learning, reflect on their prior learning and make connections between the two. • Curriculum leads have worked hard to plan progressive overviews which are used to ensure coverage and progression and leads have good subject knowledge • We have developed an enriched curriculum with additional trips, visitors and experiences to enhance the curriculum
Objective	<ul style="list-style-type: none"> • Review existing plans to further improve engagement for all pupils • Further develop subject leads to monitor and challenge the impact of the curriculum and adapt it further to enhance engagement and ensure the inclusion of all pupils • Teachers to visit prior learning across the school beyond their year group to compare and contrast to current learning and future learning supported by floor books and overviews
Monitoring	Learning Walks/Book Looks/Observations/Pupil Voice

How/What	Who	Resources	Timescale	Evidence / Impact
Engagement and inclusion <ul style="list-style-type: none"> • Plan lessons with hooks, clear purpose, and curriculum links • Review use of adults in class, plan for additional adults and resources • Subject leads visit WF and other schools to share ideas and expertise and gain a greater understanding of future learning • Staff feedback from curriculum walks and visits prioritised in staff meetings • Plan additional learning experiences outside the classroom • Develop interchange of ideas and expertise between EYFS and KS1 through observations and professional dialogue 	<ul style="list-style-type: none"> -Subject leads -Teachers -LSAs -External leads -SLT -SENDco 	Inset Time Staff meetings Cover Planning	On going	<ul style="list-style-type: none"> • Book looks • Learning walks • Pupil voice • Peer observations • Feedback from visits/meetings with external colleagues

<p>Subject Lead CPD</p> <ul style="list-style-type: none"> • Subject Leads to conduct curriculum walks, gather pupils voice and feedback to staff • Subject leads to meet with leads from other schools to further develop monitoring and challenge within their subject • Staff feedback from curriculum walks, CPD and visits to other settings shared with all staff • School to provide subject leads with opportunities to interrogate their subject with colleagues in school, and external professionals 	<ul style="list-style-type: none"> -Subject leads -Teachers -External leads -SIP 	<p>Inset Time Staff meetings Cover Planning</p>	<p>On going</p>	<ul style="list-style-type: none"> • Learning Walks • Feedback from visits/meetings with external colleagues
<p>Prior Learning across the school</p> <ul style="list-style-type: none"> • At the beginning of lessons teachers to briefly re-visit prior year learning highlights across the school and future learning and compare and contrast with current learning • Subject Leads to further develop knowledge of KS2 curriculum and share with staff 	<ul style="list-style-type: none"> -Subject leads -Teachers -LSAs -WF Leads 	<p>Floor books Staff Meetings</p>	<p>On going</p>	<ul style="list-style-type: none"> • Floor books accessible to children in each class • Children able to use previous year and current year floor books to talk about their learning • Learning Walks • Pupil Voice

PRIORITY 2 Writing	
Current Position	<ul style="list-style-type: none"> • Writing attainment in line with National average (67%) • Quality texts form the basis for fiction/non-fiction writing in different genres using a variety of strategies. We need to ensure these are consistently used throughout the school. • Staff have had Talk for Writing and Power of Reading training. This needs to be revisited and shared with new staff • Spelling and handwriting are taught within phonic lessons and in discrete lessons.
Objective	<ul style="list-style-type: none"> • To further develop the use of talk for writing and power of reading strategies throughout the school to ensure consistency and provide training for new staff. • To further develop the teaching of spelling and handwriting throughout the school using Little Wandle Programmes and discrete lessons. • To develop oracy skills throughout the school to aid and improve attainment in writing.
Monitoring	Learning Walks/Book Looks/Observations/Pupil Feedback

How/What	Who	Resources	Timescale	Evidence / Impact
<p><u>Talk for Writing/Power of Reading</u></p> <ul style="list-style-type: none"> • Clarify what writing at Village looks like and key strategies to be used • Provide written overview, teacher guide and develop new units of work. <p>Key Strategies</p> <ul style="list-style-type: none"> • Deep immersion in a quality text with a slow reveal • Quality book talk to develop pupil's vocabulary, comprehension and engagement in books. (eg anything you particularly liked/disliked about the book? Is There anything that puzzled you? Were there any patterns or connections you noticed?) • Writing in role to ensure purposeful writing using a range of genres • Story re-telling and mapping Retelling a story by heart organises structure and gives ownership of language. Key words to be modelled with actions and displayed (eg who, soon, then, so, 	YC/KK /AR Teachers LSAs	Inset Time TA meetings	September	<ul style="list-style-type: none"> • Book looks • learning walks • Improved attainment in writing • Moderations within year groups, across year groups and with other schools

<p>but, unfortunately, where, after that, suddenly) Story maps co-constructed with pupils to support retelling.</p> <ul style="list-style-type: none"> • Drama and role play is used to further develop understanding of character and themes (eg hot seating, role on the wall, freeze frame, designated area of classroom with props, story sacks) 				
<p><u>Handwriting and Spelling.</u></p> <ul style="list-style-type: none"> • Little Wandle handwriting script and descriptions used consistently throughout the school, as appropriate • Review and amend Handwriting progression for the whole school • Ensure consistency and progression in spelling lessons across year groups and through the school. • Review Little Wandle tricky words in Reception and Year 1 creating an overview, and use Little Wandle Bridge to Spelling in Year 2. • Develop overview of spelling across the school • Use precision teaching as appropriate for lower attainers 	<p>YC/KK Teachers LSAs</p>	<p>Inset Time TA Meetings</p>	<p>On going</p>	<ul style="list-style-type: none"> • Learning Walks • Book Looks • Writing moderation across year group and between year groups
<p><u>Oracy</u></p> <ul style="list-style-type: none"> • To develop oracy through: Visuals – display sentence structures enabling children to use them as a point of reference during talk based tasks. Modelling- speak the sentence, ‘thinking aloud’ • Improving the quality of talk – encourage responses that build on those of others, e.g. ‘I agree with because’ • Partner and group talk – expect children to use sentence structures • Oral rehearsal – practise orally before writing using ‘writer’s talk’, in pairs or individually. • Recording children’s talk –encourage children to listen to their own talk so as to develop and improve on it. • Oracy Parent Workshop • Staff Training 	<p>AM Teachers LSAs</p>	<p>Inset Time TA meeting</p>	<p>On going</p>	<ul style="list-style-type: none"> • learning walks • book looks • Improved attainment in writing Moderations within year groups, across year groups and with other schools

PRIORITY 3		Reading	
Current Position	<ul style="list-style-type: none"> • Every class in KS1 has designated library time to visit the school library and borrow a book • School library has been reorganised with inspiring wall art • Little Wandle, a systematic and synthetic phonics programme is embedded throughout the school • Each year group uses the power of reading programme to provide deep immersion in a high quality text every half term • In addition to phonic books pupils have access to a wide range of books to read independently at home • Pupils are read to every day • Every classroom has an inviting book corner • Each year group has a reading spine of quality books to read aloud to pupils 		
Objective	<ul style="list-style-type: none"> • To further develop a Reading for Pleasure culture throughout the school by providing outdoor libraries in EYFS and KS1 and ensuring all pupils become members of the public library • To further develop parental engagement with SSP programme • To further develop staff CPD of delivery of SSP programme through weekly coaching sessions 		

How/What	Who	Resources	Timescale	Evidence / Impact
Public library <ul style="list-style-type: none"> • School to arrange visits to the Dagenham Heathway library for each class • Each class to visit the library • Every pupil to join the library 	YC/KK LSAs Teachers		On going	<ul style="list-style-type: none"> • All pupils have a library card • All pupils have visited the library with their class • All pupils and families aware of benefits of using public library • Pupil voice • Parent voice
Parental Involvement <ul style="list-style-type: none"> • Hold a parent workshop to provide information about the social, emotional and cognitive benefits of reading for pleasure and giving parents the opportunity to observe story time in their child's class and share a book with their child • Share with parents the benefits of regularly using the local library and encourage parents to accompany their child on class visit to library • Parent volunteers for school library, and to volunteer to attend Dagenham library trips 	YC/KK Teachers		Ongoing	<ul style="list-style-type: none"> • Learning walks • Pupil voice – reading survey • Parent voice
Library Areas <ul style="list-style-type: none"> • Apply for Foyle Foundation for grant for library areas • Research and order outdoor library 'sheds' • Research and order books for outdoor library areas and additional books for school library • Order additional books for Reception indoor library area • Design and install wall art for Reception indoor library area 	YC/JA		Ongoing	<ul style="list-style-type: none"> • Learning walks • Pupil voice

<p>Phonics</p> <ul style="list-style-type: none"> To further develop parent knowledge and engagement with phonics and early reading through additional phonic workshop and open days To further support staff CPD on delivering Little Wandle through weekly staff coaching sessions 	<p>JA/KK/YC</p> <p>JA/KK</p>	<p>Cover</p>	<p>Autumn Term</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Data Learning walks Parent Questionnaires
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PRIORITY 4

Science

Current Position	<ul style="list-style-type: none"> • 2023/2024 74% KS1 EXS
Objective	<p>To achieve the Primary Quality Science Mark</p> <ol style="list-style-type: none"> 1. Children to have opportunities to frame their own learning 2. To develop lessons through CPD and Explorify 3. To have consistent Science Assessment across the school 4. To ensure prior knowledge is highlighted and referred to during lessons 5. To ensure Science lessons are inclusive 6. To have an engaging science curriculum, understanding how Science works

How/What	Who	Resources	Timescale	Evidence / Impact
<p>1. KWL (know/want to learn/ learn) grids filled out before each unit Children ask questions about learning Question stems provided to support children Planning to show opportunities Use of 5 types of enquiry from PQSM Spotlight Resource</p>	<p>Children Teachers</p>	<p>Planning KWL Grids Floorbook Inset</p>	<p>Every half term Ongoing</p>	<ul style="list-style-type: none"> • Child-led learning • Planning • KWL grids • Floorbook • Science Books
<p>2. Use of explorify Science strategies Planning</p>	<p>Teachers Science Lead</p>	<p>Staff meetings Insets Planning time</p>	<p>Every half term Ongoing</p>	<ul style="list-style-type: none"> • Planning • Science books
<p>3. TAPS and PLAN Assessment tool to be used Professional discussion of assessment across the school</p>	<p>Teachers Science Lead</p>	<p>Staff meetings Insets</p>	<p>Every half term Ongoing</p>	<ul style="list-style-type: none"> • Floorbook • Science Books • Assessment grid
<p>4. Move from curriculum books to an individual Science book Refer to floorbooks from previous years and the website for photos Use of starters to address prior knowledge</p>	<p>Teachers Science Lead</p>	<p>Science Books Floor books Website Progression Map</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Science Books • Planning • Observations • Pupil Voice

Sharing of expertise from Science Lead				
5. Use of visuals to support all pupils Reduce teacher talk and promote more pupil voice, developing scientific vocabulary Planning and use of space Vocabulary walls	Teachers Science Lead	Widget Planning Environment Orchard	Every half term Ongoing	<ul style="list-style-type: none"> • Learning environment • Pupil voice • Science books • Floor books • Planning
6. External visitors to provide children with enriching experiences Year groups to have scientist focus to promote Scientists Practical work to provide pupils with hands on experiences	External visitors Teachers Science Lead	Planning	Every half term Ongoing	<ul style="list-style-type: none"> • Pupil voice • Science books • Floor books • Planning

PRIORITY 5	Edukey
Current Position	<ul style="list-style-type: none"> • Since April, teachers have access to Edukey • Interventions in the summer term were added to Edukey • SENDCo transferred PLP information for some pupils onto the Edukey
Objective	<ul style="list-style-type: none"> • To use Edukey consistently across the school to support monitoring of progress, communication with parents and transition

How/What	Who	Resources	Timescale	Evidence / Impact
<ul style="list-style-type: none"> • PLPs completed on Edukey <p>-For the first PLP teachers to transfer relevant information from previous PLP, and liaise with teacher from last year where appropriate</p> <p>-Teachers to review and assess PLPs</p> <p>-Edit and Update PLPS where necessary</p> <p>-Minimally 3 PLPs a year (termly for parents evenings and summer)</p> <p>-Timetable to share deadlines</p> <p>-Parent comments need to be recorded on the Edukey Plan with a copy then given/sent home</p>	Class teachers	Inset/Staff meeting time	Half termly Ongoing	<ul style="list-style-type: none"> • PLPs on Edukey • Parent Meetings • Improved outcomes for pupils
<ul style="list-style-type: none"> • Half termly set up and review of interventions <p>-Teachers use assessment to identify pupils that require interventions.</p> <p>-Intervention groups and objectives set up on Edukey.</p> <p>-An end date of the intervention is agreed as a review date Teachers liaise with support staff who deliver interventions to identify whether objectives have been met and if progress has been made and levelled accordingly, using the Edukey point system</p>	Class teachers	Inset/Staff meeting time	Half termly Ongoing	<ul style="list-style-type: none"> • Assessment • Intervention groups • Improved outcomes for pupils • Intervention monitoring

<ul style="list-style-type: none"> • Non-negotiable guide for teachers A guide supporting teachers of what needs to be added to Edukey to ensure consistency across the school 	DR AR	Guide	September	<ul style="list-style-type: none"> • Consistency of interventions on Edukey • Accuracy of what pupils are receiving • Intervention tracking
<ul style="list-style-type: none"> • Edukey timetable Timetable of dates for intervention submission, reviews and PLP reviews and updates 	DR AR	Timetable	September	<ul style="list-style-type: none"> • PLPs for pupils • Interventions updated half termly on Edukey

PRIORITY 6	EYFS
Current Position	<ul style="list-style-type: none"> • GLD increased from last year (58% to 62%) • Reception outdoor learning has been improved. • Phonics scheme is embedded in EYFS. •
Objective	<p>To increase out GLD to 70%</p> <ul style="list-style-type: none"> • To support the Nursery teacher to improve the quality of teaching and learning in the Nursery setting. • To continue to develop the Outdoor Learning environment in EYFS • To have a consistent approach to the learning environment across the phase. • To further develop parental engagement in the EYFS. • To improve the outcome in Communication and Language and develop vocabulary. • To ensure a rigorous approach to interventions within the phase. • To implement a smooth transition into EYFS and KS1.

How/What	Who	Resources	Timescale	Evidence / Impact
<p>To support the Nursery teacher to improve the quality of teaching and learning in the Nursery setting.</p> <ul style="list-style-type: none"> To implement a weekly meeting with Nursery team and EYFS lead to provide support. To improve the timetable to be reflected of the children's needs and the time in the academic year. To develop a two-year progression overview for Nursery. 	<p>EYFS Lead Nursery Teacher Subject leads</p>	<p>n/a</p>	<p>Weekly</p>	<p>Improved outcomes for pupils Adapted Planning Learning Walks</p>
<p>To continue to develop the Outdoor learning environment in EYFS</p> <ul style="list-style-type: none"> Nursery Outdoor Area organised into learning zones and resourced appropriately. Nursery teacher to visit other settings. CPD for staff to develop outdoor learning through play. To ensure the timetable for adults in the outdoor area is consistently followed. To monitor the setting up of the outdoor area by ensuring members of staff are responsible for each zone. 	<p>EYFS Lead Rec Teachers LSAs</p>		<p>Ongoing</p>	<ul style="list-style-type: none"> Adults and pupils engaged in meaningful learning through play Improved outcomes for pupils Learning Walks
<p>To have a consistent approach to the learning environment across the phase.</p> <ul style="list-style-type: none"> To create a resource list for the continuous provision (ensuring progression between Nursery and Reception). To ensure a consistency of enhanced provision between the Reception classes. To create a learning environment check list for EYFS. 	<p>EYFS</p>	<p>Resources costs??</p>	<p>Ongoing</p>	<ul style="list-style-type: none">

<p>To further develop parental engagement in the EYFS.</p> <ul style="list-style-type: none"> • To develop the parental engagement overview for 2024/25. • To hold termly parent workshop and target parents of children working towards. • To hold a Phonics open day session for parents to observe a Phonics lesson. • To invite parents in for regular Stay and Play sessions. • To ensure rigorous system of informing parents of children who are working below the expected standard. 	<p>EYFS Lead Teachers</p>	<p>Cover of EYFS Lead</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Stronger parent/ school partnership • Parent feedback • Parent's knowledge improved of how to better support their child
<p>To improve the outcome in Communication and Language and develop vocabulary.</p> <ul style="list-style-type: none"> • Vocabulary displayed in the same format for all areas of learning with the word and visual. • Key vocabulary clearly shown on the enhanced provision plan and displayed for adults to use in the classroom. • Vocabulary displayed for the adults in all areas of the continuous provision. • All EYFS staff to attend CPD on communication and interaction. 	<p>EYFS Lead Teachers TA/ LSAs</p>	<p>Widget</p>		
<p>To ensure a rigorous approach to interventions within the phase.</p> <ul style="list-style-type: none"> • Review GLD tracker used in EYFS to identify children in need of an intervention. • To develop clear Intervention timetables for all member of staff in EYFS. • Ensure termly moderation across the phase. • Ensure interventions are regularly monitored and updated. 	<p>EYFS Lead Teachers TA/ LSAs</p>		<p>On going</p>	<ul style="list-style-type: none"> • Edukey • Intervention records • Little Wandle assessment overviews • Improved outcomes for pupils

<ul style="list-style-type: none">• Develop a strategy for TA/LSA to communicate the progress of the intervention to the class teacher.				
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PRIORITY 7	Inclusion
Current Position	<p>A wide range of different systems and strategies evident throughout mainstream classrooms</p> <p>Highly trained experienced staff effectively support complex needs pupils in school interventions spaces</p> <p>Varied levels of direction given to support staff during teaching and learning sessions</p> <p>Inconsistent application of systems and strategies in mainstream classrooms</p>
Objective	To ensure class teachers have systems and strategies in place to support pupils with SEND in Mainstream

How/What	Who	Resources	Timescale	Evidence / Impact
<ul style="list-style-type: none"> Meetings between class teacher and SENDCo to be scheduled to study relevant reports and programmes and to plan applications of systems and strategies identified within. Once initial meetings with teachers have taken place, Year group meeting to follow to coordinate use of TAs/LSA across the year group to maximise efficient use of adults and impact on T&L 	<p>Teachers MLT Head & Deputy</p>	<p>EHCPs</p> <p>S&L programmes</p> <p>EP reports</p>		<ul style="list-style-type: none"> Schedule of meetings that have taken place with class teacher and year groups Efficient use of adults
<ul style="list-style-type: none"> Accessible lesson objectives and success criteria to be created and recorded on planning for pupils who are experiencing one or more barriers to their learning (i.e., difficulties with communication & interaction, attention & listening, cognition & learning, physical and/or sensory needs). Adaptions and resources recorded on planning 	<p>Teacher & SENDCo</p>	<p>Widget</p> <p>Social Stories</p> <p>Additional visual</p>		<ul style="list-style-type: none"> Evidence of concrete resources, visuals and systems in place during lessons for pupil who need additional support Pupil able to indicate the subject LO/SC when asked to talk about their work during the lesson LSA/TA using systems and strategies with identified pupils consistently Increased pupil engagement and independence in lessons
<ul style="list-style-type: none"> SLT and/or SENDCo to team-teaching specific lessons with class teacher on a three-week basis, rotating between year groups each week, to identify systems and strategies for teachers to action and to monitor use and impact on classroom, behaviour and pupil progress 	<p>Head, Deputy, SENDCo</p>	<p>Time</p>		<ul style="list-style-type: none"> Application of identified strategies and systems during lessons Increased pupil engagement and independence Use of support staff