



## SCHOOL IMPROVEMENT OBJECTIVES 2020-2021

### 'EVERY MOMENT MATTERS'

#### COVID Recovery Programme – Summary of SIP Headings

##### **1. Safeguard the Health and Wellbeing of Pupils, Staff and Parents**

- Review behaviour policy and behaviour for learning expectations
- Provide an emergency PSHE/TIS programme for identified pupils
- Maximise physical space and safe movement around school for all members of the school community
- Ensure 1-1 provision for SEND pupils is effectively and safely delivered
- Introduce safety measures that enable all staff and pupils to feel confident about their return to school

##### **2. Close the Learning Gap Between Pupils within their Single Year Group.**

- Conduct baseline assessments to identify target groups/pupils
- Create an effective staffing and school structure to maximise learning opportunities
- Implement efficient catch-up timetables and programmes for target pupils
- Improve VLE to ensure easier navigation for parents and pupils, when needed
- Invest in maths resources that enables seamless 'blended learning'

##### **3. Regain Community Cohesion**

- Improve online communication between staff and parents
- Develop a Community Bubble Space
- Maximise use of community facilities

## 1. OVERALL EFFECTIVENESS

**Objective: Close the 'lost learning' gap for every child.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<p><b>1.1</b> Increase impact of targeted intervention across the school.</p>	<ul style="list-style-type: none"> <li>Conduct pupil assessments for all pupils for reading, writing and maths</li> <li>Use data to update progress tracker and create individual pupil tracker records for quick reference.</li> <li>Create Progress Review Grids for all year groups showing intervention for each target group.</li> <li>Create an action plan recovery programme for closing the gap for target pupils – review half termly.</li> </ul>	<ul style="list-style-type: none"> <li>Class Teachers</li> <li>HP and Jason Hurr</li> <li>BT and Class Teachers</li> <li>BT</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> <li>£150 for initial tracking set up</li> <li>Leadership time</li> <li>Leadership time</li> </ul>	<p>Progress Review grids to show clear and focused intervention.</p> <p>Targeted intervention shows clear and measurable progress from baseline data.</p> <p>Individual pupil tracking progress to show clear evidence of closing the 'lost learning' gap.</p>
<p><b>1.2</b> Improve use of teaching space to enhance pupil progress.</p>	<ul style="list-style-type: none"> <li>Re-structure 6 classes into 7 single year group classes.</li> <li>Re-design layout of school hall to be used as a temporary classroom for a year.</li> <li>Review location of classes and match size of class to size of room i.e. smaller KS1 year groups in smaller classrooms.</li> <li>Re-locate PE resources to the village hall and create a workable timetable that enables pupils to access the hall for regular PE lessons.</li> <li>Review design of EYFS/Year 1 mixed age classroom to become a dedicated EYFS learning space.</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>BT</li> <li>Headteacher</li> <li>PC</li> <li>TP</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> <li>Inset day</li> <li>NA</li> <li>Inset day</li> <li>Inset day</li> </ul>	<p>Individual pupils within smaller KS1 classes receiving more access to First Quality Teaching.</p> <p>Year 5 class improved behaviour for learning resulting in accelerated progress.</p> <p>Safe delivery of PE lessons in larger village hall space.</p> <p>EYFS learning environment and delivery provides easier access to all areas of the Early Learning Goals for every pupil – at least 75% of pupils gain the GLD by the end of the Academic Year.</p>
<p><b>1.3</b></p>	<ul style="list-style-type: none"> <li>Audit current reading and phonics resources</li> </ul>	<ul style="list-style-type: none"> <li>KR and TB</li> <li>KR and HW</li> </ul>	<ul style="list-style-type: none"> <li>Non-contact afternoon</li> <li>Non-contact afternoon</li> </ul>	<p>Resources are well organised, easy accessible and provide a good coverage of all areas.</p>

<p><b>Improve the consistency of the teaching of phonics and reading in KS1.</b></p>	<ul style="list-style-type: none"> <li>Remove old and poor quality resources.</li> <li>Fill reading gaps to ensure full coverage for all ages.</li> <li>Create a reading support booklet for home/school use.</li> <li>Audit current teaching of phonics and discuss needs to KS1 staff.</li> <li>Agree phonics teaching strategy with KS1 staff – supported by senior leaders.</li> <li>Prepare home/school phonics booklet for KS1 pupils.</li> <li>Review KS1 documents on the school website to reflect changes to provision.</li> </ul>	<ul style="list-style-type: none"> <li>KR, HW and Teachers</li> <li>KR</li> <li>TB and KS1 staff</li> <li>KS1 staff and BT</li> <li>TB</li> <li>KS1 staff</li> </ul>	<ul style="list-style-type: none"> <li>Non-contact afternoon and staff meeting.</li> <li>After school meeting</li> <li>After school meeting</li> <li>Non-contact time</li> <li>After school meeting</li> </ul>	<p>Lesson observations show that reading in KS1 is being consistently taught and pupil progress is consistent – clear evidence of the ‘lost learning gap’ closing.</p>
<p><b>1.4 Close the attainment gap for writing in KS2.</b></p>	<ul style="list-style-type: none"> <li>Carry out an initial assessment for all pupils and identify target pupils.</li> <li>Create pupil progress reviews for writing to include specific writing interventions.</li> <li>Increase allocation for Nessy to be accessed by 30 pupils.</li> <li>Lessons to be restructured to include more shared writing approach to teaching.</li> <li>Timetable additional phonics and spelling sessions to start the beginning of foundation subjects.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teachers</li> <li>BT</li> <li>Teachers</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> <li>NA</li> <li>Leadership Time; Nessy subscription for 30 pupils £300</li> <li>NA</li> <li>NA</li> </ul>	<p>Target pupils to make clear progress from the baseline assessment.</p> <p>Nessy tracking system to show individual pupil progress and to be evidence in school spelling assessments.</p>
<p><b>1.5 Improve ‘blended’ learning resources and remote learning to ensure pupil progress is consistent and easily accessible.</b></p>	<ul style="list-style-type: none"> <li>Conduct a parental survey to assess access to online devices in the home.</li> <li>Purchase White Rose work books for all pupils to access in school and at home.</li> <li>Review and improve VLE on the school website in response to parental survey results.</li> </ul>	<ul style="list-style-type: none"> <li>LMT</li> <li>TE</li> <li>HP</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Time</li> <li>Leadership Time; Cost of White Rose Resources £400</li> <li>Leadership Time</li> </ul>	<p>Pupils’ learning to continue seamlessly in the event of a bubble or the whole school needing to lock-down.</p> <p>Parental feedback following a period of remote/blended learning and access to the VLE is 100% positive.</p>

	<ul style="list-style-type: none"> <li>• Provide pupils with learning packs from the beginning of term.</li> <li>• Create a remote/online/blended learning strategy to share with parents – agree with staff and publish on school website.</li> <li>• Create ‘blended’ learning packs for each year group for reading and writing – published for easy access on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teachers</li> <li>• LMT</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• PPA Time</li> <li>• Leadership Time</li> <li>• PPA time</li> </ul>	
<b>1.6</b> <b>Improve home/school communication to enhance effectiveness of home/school learning.</b>	<ul style="list-style-type: none"> <li>• Teachers to hold early parental consultation meetings to discuss baseline assessment and areas for development for their child.</li> <li>• Introduce Class Dojo as an additional communication link.</li> <li>• Staff to receive training on the use of Class Dojo.</li> <li>• Class Dojo to be introduced a year group at a time.</li> <li>• Parents to be offered support where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• KR</li> <li>• KR and Teachers</li> <li>• Teachers</li> <li>• KR and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• Staff meeting time</li> <li>• NA</li> <li>• NA</li> </ul>	Class Dojo to be up and running by the end of October 2020.

## 2. QUALITY OF EDUCATION

***Objective: Improve continuous access to the ‘Every Moment Matters’ curriculum for all levels of ability.***

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
--------	----------------	--------------------	--------------------------	--------

<p><b>2.1</b> <b>Raise the profile of reading across the school and at home.</b></p>	<ul style="list-style-type: none"> <li>• Appoint new librarians and timetable training and ongoing library monitoring sessions.</li> <li>• Re-structure the library, evaluate current resources and fill gaps with quality fiction and non-fiction books.</li> <li>• Review and research quality magazine subscriptions, discuss with pupils and staff and select most popular subscriptions to purchase.</li> <li>• Renew scheme book display boxes and categorise – fill reading gaps with quality resources.</li> <li>• Create an ‘Every Word/Book Matters’ page on the school website to promote the importance of reading; include guides for parents and links to recommended reads.</li> <li>• Use Class Dojo and the VLE to promote reading and make book recommendations.</li> <li>• Create book recommendation displays in the classrooms and in library area.</li> <li>• Provide parents with support booklet for reading and phonics.</li> <li>• Review reading expectations for pupils across the school and share with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• HW</li> <li>• HW, Junior Librarians and Teachers</li> <li>• HW, Junior Librarians and Teachers</li> <li>• KR</li> <li>• HW, KR, BT</li> <li>• Teachers</li> <li>• HW, Pupils and Teachers.</li> <li>• KR and BT</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• HW – 1 afternoon a week on timetable</li> <li>• During librarian time; possible FOPS funding</li> <li>• During librarian time; £200 per year for subscriptions</li> <li>• KR – during non-contact time x 3 afternoons; £500</li> <li>• Librarian time and non-contact time x 1 afternoon</li> <li>• NA</li> <li>• Librarian time</li> <li>• Non-contact time x 1 afternoon</li> <li>• NA</li> </ul>	<p>Reluctant readers to show evidence of a greater interest in reading.</p> <p>Reading learning gap to show clear evidence of improvement from baseline.</p> <p>Reading resources to be well organised and easily accessible to all.</p> <p>Pupil feedback about the reading resources and library to be positive.</p> <p>Parental feedback about support resources, including dedicated web page on school website, to be positive and shows that parents are more aware of how to support their child’s reading.</p>
<p><b>2.2</b> <b>Improve continuity of the teaching of Geography, IT and Science across Key Stages.</b></p>	<ul style="list-style-type: none"> <li>• Review current online planning and assess continuity of progression from EYFS to Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>• HP and GR</li> </ul>	<ul style="list-style-type: none"> <li>• 1 staff meeting time</li> </ul>	<p>Lesson observations and book scrutiny to show clear progression of skills from EYFS up to Year 6.</p> <p>Planning and Knowledge Organisers on school website to</p>

	<ul style="list-style-type: none"> <li>• Observe Geography, IT and Science being taught in EYFS and KS1.</li> <li>• Discuss current planning and use of resources with staff – evaluate and review.</li> <li>• Provide training where needed.</li> <li>• Review Knowledge Organisers to reflect any curriculum content changes.</li> </ul>	<p>HP, GR and Headteacher</p> <p>HP and GR</p> <p>HP and GR</p> <p>Teachers</p>	<ul style="list-style-type: none"> <li>• 2 x afternoons</li> <li>• 1 staff meeting</li> <li>• 1 staff meeting</li> <li>• 1 staff meeting</li> </ul>	show progression and full coverage across the school
<p><b>2.3</b>  <b>Improve the school's learning environment to reflect a Dyslexia Friendly learning approach across the school.</b></p>	<ul style="list-style-type: none"> <li>• Review on-alert pupils across the school.</li> <li>• Carry out testing for identified children.</li> <li>• Dyslexia Specialist to work with the school on initial audit of Dyslexia Friendly Learning Environment.</li> <li>• Lead staff member to visit local Dyslexia Friendly School (if possible)</li> <li>• Review current resources and adjust.</li> <li>• Discuss Dyslexia Friendly classroom check list with staff and review current learning environments.</li> <li>• Target one class for monitoring impact of changes.</li> <li>• Put in place action plan for achieving Dyslexia Friendly Status in 2021 – to include Dyslexia specific support page on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO and Teachers</li> <li>• SENCO</li> <li>• Jo Davidson, SENCO, JT</li> <li>• JT</li> <li>• SENCO and JT</li> <li>• JT</li> <li>• Headteacher, SENCO and JT</li> <li>• SENCO and JT</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• SENCO time</li> <li>• 1 staff meeting</li> <li>• 1 afternoon</li> <li>• 1 afternoon</li> <li>• NA</li> <li>• NA</li> <li>• 1 afternoon</li> </ul>	<p>Evidence of dyslexia friendly changes being seen across the school.</p> <p>Target class as example of Dyslexia Friendly Learning Environment.</p> <p>Action plan agreed for achieving Dyslexia Friendly Status in 2021.</p> <p>Report to Governors outlining changes made across the school.</p> <p>Parental feedback is positive regarding changes to learning environment for their children.</p>
<p><b>2.4</b>  <b>Increase parental involvement in SEND provision to ensure continuity of progression at all times.</b></p>	<ul style="list-style-type: none"> <li>• Update school website to include additional support links for parents.</li> <li>• Increase number of meetings with parents from termly to half termly.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO non-contact time</li> <li>• SENCO non-contact time</li> </ul>	Parents to be better informed of available support resources and materials and are accessing these on the website.

	<ul style="list-style-type: none"> <li>• Provide additional webinar training sessions for parents for e.g. Dyslexia, ADHD</li> <li>• Increase remote learning support using online staff led sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO to organise providers</li> <li>• SENCO, SEND TAs and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> <li>• When necessary during school closure</li> </ul>	<p>SEND specific webinars are being accessed by parents and feedback is positive.</p> <p>SEND specific feedback from parents on end of year survey is 100% positive.</p>
--	---	---	--	--

### 3. BEHAVIOUR AND ATTITUDES

*Objective: Improve the outcome for disengaged learners.*

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<p><b>3.1</b> Improve the opportunities and support for pupils that may be disengaged with their learning.</p>	<ul style="list-style-type: none"> <li>• Discuss options available to parents where a child is disengaged with their learning.</li> <li>• Provide support resources and identify emotionally available staff, where needed.</li> <li>• Timetable additional support where appropriate and identify safe places to work outside the classroom, when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and Headteacher</li> <li>• Headteacher</li> <li>• Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> <li>• NA</li> <li>• NA</li> </ul>	<p>Identified pupils to be showing a more positive attitude towards learning and accessing the curriculum.</p> <p>Progress in reading, writing and maths to show clear progress from baseline.</p> <p>Fewer distractions in class lessons and staff reported more engaged behaviour from identified pupils.</p>
<p><b>3.2</b> Improve the attitude of pupils who may be reluctant to access home/learning activities in the event of a school closure.</p>	<ul style="list-style-type: none"> <li>• Teachers to offer daily Zoom calls to those pupils who are self-isolating, but are not ill.</li> <li>• Use the VLE on eschools to encourage pupils to upload their work and receive feedback.</li> <li>• Use class Dojo to maintain communication links with parents who are supporting their child's learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teachers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> <li>• NA</li> <li>• NA</li> </ul>	<p>Pupils who are self-isolating are able to show when they return to school that they have maintained their learning at home and there is limited or no catching up needed.</p> <p>Pupils are accessing the VLE regularly to download activities and are showing a willingness to share their work with their teacher at the end of each day.</p> <p>Registers show that all pupils are accessing the live lessons during a</p>

				two week lock down for a whole bubble.
--	--	--	--	--

#### 4. PERSONAL DEVELOPMENT

**Objective: Safeguard the Health and Wellbeing of Pupils, Staff and Parents**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<p><b>4.1</b>  <b>Improve the emotional health and wellbeing of pupils through the development of a recovery TIS programme.</b></p>	<ul style="list-style-type: none"> <li>TIS Practitioner to discuss target pupils with staff – ACE assessment to be completed for each child and Motional Tool to be used.</li> <li>Emotionally available adult to be designated to each child.</li> <li>TIS Support Plan for each child to be implemented.</li> <li>Motional to be used to carry out three snap shots during the course of the year.</li> </ul>	<ul style="list-style-type: none"> <li>BT</li> <li>BT, HP, SL, LL, PP, BD.</li> <li>BT</li> <li>BT</li> </ul>	<ul style="list-style-type: none"> <li>No cost implications</li> <li>TIS non-contact time (0.5 day each week)</li> </ul>	<p>Snap shots of each pupil to show clear evidence of progress against emotional development objectives.</p> <p>Teachers reporting positive feedback of behaviour for learning in lessons from identified pupils.</p>
<p><b>4.2</b>  <b>Increase parental engagement of Health and Wellbeing Curriculum through the introduction of an 'Every Mind Matters! Every Body Matters!' strategy i.e. A Community Wellbeing Toolkit</b></p>	<ul style="list-style-type: none"> <li>Working party to include Headteacher, parents and governor with specific expertise in mental and physical health and parent governor – to discuss Healthy School check list as a guide to creating an action plan/strategy for change that supports the wellbeing of whole community.</li> <li>Community Wellbeing Toolkit entitled 'Every Mind Matters! Every Body Matters!' document/action plan/journey to be shared with governors and parents for feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Working Party</li> <li>Working Party</li> <li>Working Party</li> </ul>	<p>2 afternoon meeting</p>	<p>Community Wellbeing Toolkit - 'Every Mind Matters! Every Body Matters!' document to be approved by governors and parents.</p> <p>Parental feedback to be 100% positive.</p> <p>School to achieve its Healthy School Status by 2021.</p> <p>Evidence of healthier options in lunch boxes and snacks.</p>

	<ul style="list-style-type: none"> <li>Survey to be used to gather pupil views and parental views of content of a Health and Wellbeing curriculum for their child and the family – what schools can do further to support parents.</li> <li>Support webinars and resources made available to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Working Party</li> </ul>		
<b>4.3</b> <b>Improve parental awareness of changes to the SRE curriculum with reference to the 2020/2021 guidance.</b>	<ul style="list-style-type: none"> <li>Working party to be used to discuss current provision and policy changes – to include a small group of parents and governors.</li> <li>Survey to be used to gain feedback from parents regarding the changes to policy.</li> <li>Policy to be approved by the governors.</li> </ul>	<ul style="list-style-type: none"> <li>HP and parents and governors</li> <li>HP</li> <li>HP and Governors</li> </ul>	<ul style="list-style-type: none"> <li>Management non-contact time</li> <li>Management non-contact time</li> <li>Agenda item on FBG meeting in Spring Term 2021.</li> </ul>	<p>An approved policy that is supporting the implementation of the new SRE curriculum 2020/21</p> <p>Parent awareness raised.</p>
<b>4.4</b> <b>Improve the Forest School learning space to allow for all year round use.</b>	<ul style="list-style-type: none"> <li>Forest School Lead to research ideas and options to suit the area available.</li> <li>Area to be developed to have a fully costed plan to be shared with Health and Safety Governor and Interserve.</li> <li>3 quotes to be sought for larger items.</li> </ul>	<ul style="list-style-type: none"> <li>GR</li> <li>GR and Headteacher</li> <li>GR and Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Half a day</li> <li>Half a day</li> <li>NA</li> </ul>	<p>Forest School area to be ready for full use by the end of the academic year.</p> <p>Improved space and resources providing further opportunities to support disengaged learners, when needed.</p>

## 5. LEADERSHIP AND MANAGEMENT

***Objective: Ensure new 'COVID Recovery' staffing structure promotes and supports pupil progress across the school.***

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
5.1	<ul style="list-style-type: none"> <li>Review staff structure and match skills to target groups.</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher</li> <li>Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>NA</li> </ul>	Target cohorts and groups of pupils to show clear progress against their baseline.

<p><b>Increase progress of target groups through careful deployment of staff.</b></p>	<ul style="list-style-type: none"> <li>• Appoint additional staff to work with target cohorts.</li> <li>• Review school structure and use of space to temporarily reduce class sizes in KS1.</li> <li>• Use baseline assessments to create Pupil Progress Intervention Plans – reviewed termly.</li> <li>• Agree a ‘catch-up recovery’ timetable with staff and review impact at the end of each half term.</li> <li>• TIS support programme to be used for identified pupils on a weekly basis – emotionally available staff to be identified and provided with training from school based TIS Practitioner.</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher</li> <li>• BT and Teachers</li> <li>• BT and Teachers</li> <li>• BT and identified staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meeting time</li> <li>• Staff meeting time</li> <li>• Inset</li> </ul>	<p>Lesson observations to show evidence of good use of support staff and effective intervention.</p> <p>All staff fully informed of the profile of the class they work with.</p>
<p><b>5.2</b> <b>Increase staff skills through effective use of performance management and CPD.</b></p>	<ul style="list-style-type: none"> <li>• Tapestry training delivered to EYFS support staff.</li> <li>• All support staff to be involved in preparation for ‘catch-up recovery’ class assessment and organisation with the class teacher.</li> <li>• Additional SEND training made available to all staff.</li> <li>• Performance Management meetings to be completed by mid-October where training is identified – timetable of training to be put in place – reviewed termly.</li> <li>• All staff to maintain their own CPD profile.</li> <li>• All staff to be given ‘closing the gap’ goal as the main shared target for this year.</li> </ul>	<ul style="list-style-type: none"> <li>• TP</li> <li>• All staff</li> <li>• SENCO, all staff</li> <li>• LMT</li> <li>• All staff</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Inset day</li> <li>• Staff meeting, PPA Time</li> <li>• Inset day</li> <li>• Leadership and Management time; non-contact time</li> </ul>	<p>All staff achieve their PM targets by the end of the academic year – evidence provided by each member of staff and through lesson observations.</p> <p>Every member of staff has a clear understanding of how the ‘closing the gap’ target relates to their class.</p>
<p><b>5.3</b></p>	<ul style="list-style-type: none"> <li>• Use initial Performance Management meeting to</li> </ul>	<ul style="list-style-type: none"> <li>• LMT</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and Management Time; non-contact time.</li> </ul>	<p>Staff members gain further qualifications e.g. NQT</p>

<p><b>Increase opportunities for staff to progress through their chosen career path.</b></p>	<p>identify staff career aspirations.</p> <ul style="list-style-type: none"> <li>• Agree targets that will enable staff member to gain experience needed for their chosen career development.</li> <li>• Match each member of staff with a senior teacher as a mentor for their development.</li> <li>• Weekly meetings to be timetabled to provide ongoing support.</li> </ul>	<ul style="list-style-type: none"> <li>• LMT</li> <li>• Headteacher</li> <li>• LMT</li> </ul>	<ul style="list-style-type: none"> <li>• Non-contact time; after school meetings.</li> </ul>	<p>Staff apply for further training for personal development e.g. SCITT</p> <p>School based experience increases opportunities for further employment.</p>
--	---	---	--	--

## 6. THE QUALITY OF EARLY YEARS FOUNDATION IN SCHOOLS

**Objective: Improve transition for new starters following COVID lock-down.**

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
<p><b>6.1</b> Ensure parent confidence in their child starting school is high.</p>	<ul style="list-style-type: none"> <li>• Transition sessions to take place during the week leading up to the start of term.</li> <li>• EYFS teacher to conduct zoom meeting sessions with each parent.</li> <li>• Videos of the classroom layout and introduction to staff to be available to parents of new starters.</li> <li>• Graduated start option given to parents to help settle their child in over the first three weeks of term.</li> <li>• Starter packs issued.</li> </ul>	<ul style="list-style-type: none"> <li>• TP, ST and MB</li> <li>• TP</li> <li>• TP</li> <li>• Headteacher</li> <li>• TP</li> </ul>	<ul style="list-style-type: none"> <li>• 3 mornings; £180</li> </ul>	<p>All pupils to be attending full time by the end of the 3<sup>rd</sup> week of term.</p> <p>Parent feedback is 100% positive.</p> <p>All pupils settle quickly – happy to come to school.</p>
<p><b>6.2</b> Improve opportunities for pupils to thrive within a dedicated EYFS learning environment.</p>	<ul style="list-style-type: none"> <li>• Review classroom layout and resources to accommodate 20 EYFS pupils instead of 30 mixed age.</li> </ul>	<ul style="list-style-type: none"> <li>• TP</li> </ul>		<p>At least 75% of pupils to gain a GLD by the end of the academic year.</p>

	<ul style="list-style-type: none"> <li>• Provide in-house Tapestry training for EYFS support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• TP, KS1 TAs</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour – Inset Day</li> </ul>	<p>Staff using Tapestry with confidence to record evidence of pupil attainment against their Early Learning Goals.</p>
<p><b>6.3</b> <b>Improve early identification of SEND in EYFS.</b></p>	<ul style="list-style-type: none"> <li>• Identify pupils with any significant speech and language difficulties within the first two weeks of term.</li> <li>• Assess all pupils within the first 6 weeks of term against NFER Early Adopter Baseline Assessment.</li> <li>• Provide SENCO with ‘on-alert’ pupils and discuss any concerns with parents during first parental consultation meeting.</li> <li>• Consider any speech and language needs or other.</li> <li>• Create pupil progress action plan for class profile.</li> <li>• Create speech and language support videos for parents to access at home.</li> </ul>	<ul style="list-style-type: none"> <li>• TP, ST, MB, SENCO</li> <li>• TP</li> <li>• TP</li> <li>• TP and SENCO</li> <li>• TP, ST, MB.</li> <li>• TP</li> </ul>	<ul style="list-style-type: none"> <li>• NA</li> <li>• 3 x non-contact mornings; £90 supply cover</li> <li>• PPA time</li> <li>• PPA time</li> <li>• PPA time</li> </ul>	<p>Intervention to be in place by end of first half term for pupils with any speech and language needs.</p> <p>Parental engagement is high from the outset where identified pupils are being supported at home as well as in school – speech and language support videos well received and being used effectively.</p>
<p><b>6.4</b> <b>Increase opportunities for reluctant learners to engage in mark making.</b></p>	<ul style="list-style-type: none"> <li>• Identify target group.</li> <li>• Review current resources and adjust opportunities outside as well as inside the classroom to ensure target group are accessing these regularly.</li> <li>• Provide parents with support pack with ideas on how to encourage and practice mark making at home.</li> <li>• Dedicated EYFS area on the school website to be created where resources for all parents can be accessed.</li> </ul>	<ul style="list-style-type: none"> <li>• TP, ST, MB</li> <li>• TP, ST, MB</li> <li>• TP</li> <li>• TP</li> </ul>	<ul style="list-style-type: none"> <li>• PPA time</li> <li>• NQT time</li> </ul>	<p>Identified pupils to show clear progress from baseline – recorded on Tapestry and shared with parents.</p> <p>Parents more engaged in child’s learning – activities at home being uploaded on to Tapestry and shared with the teacher.</p> <p>Parental feedback is 100% positive when accessing the available resources on the dedicated EYFs area on the school website.</p>

