

ALL SAINTS' CEVCP SCHOOL



SCHOOL DEVELOPMENT PLAN

2018-2019

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use our resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone. Governors have an important role in monitoring the effectiveness of the plan through liaison with key staff, observing teaching and learning and talking to pupils. There are five Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Our Vision:

Our vision is that all children leave All Saints' as confident, resilient, resourceful individuals with a lifelong love of learning and a curiosity about the world around them. At our school we ensure:

- All members of the school community work together to enable everybody to be the best they can be.
- Each child is valued as an individual with unique personalities and talents to be developed and celebrated.
- We constantly look to bring new experiences, fresh ideas and knowledge of different cultures in everything that we do.
- Our school is a place where every child is safe and nurtured and where everyone is kind and respectful.
- Children feel that they can take risks and learn from their mistakes in a supportive environment.
- Our enriched and diverse curriculum is rooted in a love of the natural environment and an understanding of the wider world.
- Our outstanding staff have exceptionally high expectations of all pupils and actively work with them to ensure success for every child.
-

School Context					
Number of pupils on roll	173	Number of pupils eligible for pupil premium	15	Number of pupils with statement or Education, Health and Care plan	1
Number of children SEN Support	9	Number of children with Pupil Passports	30	Number of Children Looked After (CLA)	5
Number of children on additional needs register ie receiving interventions to target areas of need	34	Average Attendance 2017/18			96.7%

Key Issue 1: Effectiveness of Leadership & Management	Led by:
To ensure that leadership at All Saints' continues to be innovative in ways that continue to improve the school, develop the school's curriculum and provision for pupils, ensures the highest quality of education for our pupils and champions high quality education across the school.	Clare Lamb (HT) Suzanne Kemp (ST) Hannah Marsden (SLT)
	Governor monitoring:

Priority Developments	Actions	Resources	Success Criteria/ monitor	Personnel	Timescale
STAFF DEVELOPMENT/ SUPPORT					
1.1 To ensure a review and reduction for teacher's workload	Use the DFE Toolkit to: <ul style="list-style-type: none"> Carry out a staff survey Identify workload issues within school Address workload issues within school Evaluate impact within school Develop a shared action plan and agreement 	Toolkit SLT time	Teachers will have the correct curriculum resources in place to reduce workload. Review marking and feedback CPD to support teachers in their varying stages of teaching	CL/SK	Autumn 2018 – staff survey, review planning resources, review marking and feedback Ongoing review using action plan and survey outcomes
1.2 To ensure that new staff are fully inducted in order to maintain high standards and	<ul style="list-style-type: none"> Provide all new staff with the staffing A-Z, staff code of conduct and All Saints' Way Senior Teacher will lead KS2 meetings to address/ explain time specific expectations throughout the school year 	Nil Staff meeting	All new staff maintain the expectations and standards expected at All Saints'. All staff follow the same expectations and deadlines for	CL/SK	Commence July 2018 – ongoing training and support. Half termly

expectations across the school.	<ul style="list-style-type: none"> • Training will take place to ensure whole school approach to assessment and tracking, ensuring accuracy and consistency. • Implement half termly writing moderation across the school using English Project materials in order to ensure progression and consistency of expectations. 	time	assessment/ date. Systems are fully in place for teaching and learning and assessment. New staff feel supported as they join All Saints' and are able to provide a consistent approach as a whole school.		moderation
1.3 To develop the skills of middle leaders to enable them to be able to lead teaching and learning in their specific subject and key stage	<ul style="list-style-type: none"> • SLT support in understanding key role as a middle/ subject leader, including development of subject plans, observing teaching and learning, pupil perceptions and staff development. • Middle Leaders to attend bespoke training Autumn Term 2018 • Include a leadership objective in the performance management plans of all subject leaders, and specify how they will be supported in the development of their leadership skills • Provide access to subject specific training in order to build subject expertise. 		The quality of teaching continues to be highly effective across all subjects. Resources and templates for monitoring subjects in place. The monitoring of all subjects is highly effective across the school and quality assured by SLT The leadership team capacity is strengthened.	SK/ CL All teachers	Subject Leader training autumn 2018 Subject leader files in place end autumn 2018 Monitoring timetable in place end autumn 2018
1.4 To put in place relevant professional development opportunities to support and develop all staff at varying stages of their careers.	<ul style="list-style-type: none"> • To ensure that our NQT participates in high quality in house NQT induction and access to courses specifically for NQTs, include locality NQT induction. • Subject leaders access subject specific training in order to build their subject expertise and ability to support colleagues. • To support identified staff in gaining SLE status within The Lark TSA 	Mentor time £200 induction £800 training courses	Staff access bespoke training to develop their professional needs: NM, RN, JS, HC subject leader training NL – NQT Induction/ NQT maths SK – Maths Master Class CPD NM – Science SL Training RN – Smart Educator ICT training HC – Geography Coordinator training KB – PE Lead Conference KG – RE Lead Training HC – Linguamarque training English writing training	RN Mentor CL to coordinate training	Training needs identified autumn term as part of PM. Training undertaken throughout school year. Learning from training cascaded to all staff after event.
INCLUSION					

1.5 To ensure good progress of disadvantaged pupils across the school	<ul style="list-style-type: none"> To maintain a sharp focus on the progress for all PP children across the school Revisit the PP review carried out on 2017/18 in order to review the key barriers to learning; to continue to evaluate the provision in place for PP pupils and plan future provision, utilising the EEF toolkit, where appropriate. To continue to monitor progress for all PP children from their starting points at all pupil progress meetings and data reviews. To ensure that systems and strategies put in place are maintained in light of staff changes. 	<p>Nil – HT is PP Reviewer</p> <p>PP funding used to support all PP children</p>	<p>A revised bespoke plan of support will be in place to meet the needs and challenge all PP children across the school.</p> <p>The school's tracking system will show that at least 80% of PP pupils in each of Years 3, 4 and 5 are making at least sufficient progress from starting points, in reading, writing and maths.</p>	<p>CL</p> <p>RH – PP Governor</p>	<p>CL undertake PP review Spring 2019</p> <p>Final review outcome end January 2019 – to inform 2019 budget.</p>
1.6 To ensure that all children with SEND are effectively supported in order that they make progress from their starting points	<ul style="list-style-type: none"> CL and KP attend relevant training and carry out a comprehensive school self- evaluation of SEND using the Nasen Toolkit Carry out a staff audit in order to plan a timetable of CPD to support staff in understanding and meeting the needs of identified children. Identify 'specialists' for specific aspects of SEND within staff – ensuring best practice is shared. To review teacher's understanding of High Quality Teaching, the graduated response and determine what the classroom ethos is in each class for pupils with SEND or those with disadvantage To implement new diagnostic assessments for maths and SEMH To review provision mapping across the school to ensure that they include specific targets for each identified child/ intervention. 	<p>SENCo Nasen training £230</p> <p>Staff meeting time</p>	<p>All staff feel prepared and confident in how to meet specific needs of identified children.</p> <p>CPD (internal and external, including Nasen online) is in place to build staff knowledge</p> <p>T&L is inclusive of all children of all abilities as evidenced through class observations and work scrutiny</p> <p>Assessments accurately identify need and gaps in learning in order to plan effective intervention and support</p>	<p>CL/ KP</p>	
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
WIDER CURRICULUM					
1.7 To continue to	<ul style="list-style-type: none"> HT to attend Ofsted Inspection Curriculum briefing Nov 	Staff meetings	Development of a plan of wider	All teachers	November 2018

develop and review the school's curriculum in light of new staff joining the school, training and research and teacher workload.	<p>2018</p> <ul style="list-style-type: none"> All teachers to review the current curriculum plans for all subjects in each year group. To review high quality resources and schemes that will support teaching and learning across the curriculum whilst reducing teacher workload. Review how opportunities to promote British Values and aspects of SMSC are included in curriculum plans. Ensure enrichment opportunities are in place that can enhance the revised curriculum, including visits and visitors to the school and enrichment days. Subject leaders/ SLT review curriculum plans and carry out monitoring through lesson observations, work scrutiny and pupil perceptions in order to identify improvements. Ensure that the learning environment across the school celebrates children's work across a broad and rich curriculum. 	<p>“ “</p> <p>Staff meetings</p> <p>SLT time</p> <p>Release time for subject leaders £800</p>	<p>opportunities and enrichment activities, which support the curriculum.</p> <p>The leaders of Science and foundation subject leaders feel supported in their subject leadership and that they have developed their leadership skills following support and development by the SLT</p> <p>Maintain a focus on ensuring that the wider curriculum is evident in the learning environment.</p> <p>Teacher workload is reduced through the provision of schemes of work and resources that support the school's curriculum.</p>	<p>All teachers</p> <p>All teachers</p> <p>SLT to coordinate</p>	<p>End of autumn term</p> <p>Ongoing</p>
1.8 To ensure that the school implements and embeds the SIAMS framework across the school community	<ul style="list-style-type: none"> The HT attend SIAMS training in order to understand the requirements of the new framework RE and collective leads to attend relevant training in order to become familiar with framework. HT and RE coord to meet with diocesan educ lead/ RE lead to gather ideas about how to develop provision in line with SIAMS framework Create an action plan for all aspects of SIAMS framework. 	<p>Training costs £300</p>	<p>The school has a clear action plan that will enable it to implement and embed key aspects of the SIAMS framework.</p> <p>The school will be prepared for the SIAMS inspection autumn 2020</p>	<p>CL/ KG/ HM</p>	<p>Training Autumn/ Spring terms</p> <p>Action plan in place Spring 2019</p>
GOVERNANCE					
1.9 Governors will strengthen their strategic support (to be discussed at the	Key Actions	Costs	Success Criteria	Who?	Timescales

FGB meeting)					
Key Issue 2 : Teaching and Learning			Led By:		
To ensure that all pupils make substantial and sustained progress from their starting points throughout year groups and learn exceptionally well as a result of our school curriculum, strong subject leadership, outstanding teaching and learning and rigorous monitoring.			Clare Lamb (HT) Suzanne Kemp (ST)		
			Governor Monitoring:		
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.1 To ensure that effective support is put in place to challenge more able learners and those children at risk of not making at least expected progress from their higher starting points.	<ul style="list-style-type: none"> All teachers to be fully aware of children with high starting points from pupil progress meetings and class profile sheets. To identify children who are potential outliers in school data. HT to undertake FFT training and use 'estimates' outcomes across the school to identify children at risk Use of gaps analysis on tracker to identify any aspects that identified children are not attaining which is impacting on their progress Use of clear differentiation and challenge in all planning/ teaching with mastery activities in place To put in place 1:1 Tuition sessions for those children in years 4,5 and 6 that are not making at 	<p>Nil</p> <p>£2000</p>	<p>Teachers know which children are predicted to reach GDS/ HS from their starting points.</p> <p>Planning and teaching gives high level of challenge and rigor to ensure children reach their full potential.</p> <p>Tracking and gaps analysis shows that gaps are being address and the gap is closing.</p> <p>Bespoke 1:1 sessions enable teachers to address key aspects of weakness as determined by gaps analysis assessments.</p>	All teachers	Pupil progress meetings half termly

	least expected progress in order to address individual areas of weakness.				
ENGLISH:					
2.2 To improve reading outcomes through a review of reading techniques and use of guided reading	<ul style="list-style-type: none"> English SL to carry out a review of current practice and resources in place to teach reading To implement and embed expectations for teaching and assessing of reading across KS2 To ensure that classes in KS2 carry out weekly reading comprehensions with written papers – using outcomes for gaps analysis and to influence teaching of reading skills Teaching of reading focuses on inference, vocabulary, prediction, deduction, retrieval, evaluation and summarising Ensure that all reading activities 1:1, small group and whole class encourage the children to be more analytical and read for understanding Source resources to support T&L of reading comprehension whilst reducing teacher workload 	New resources to support T&L £500	<p>All teachers agree and implement a consistent reading strategy across KS2, with a focus on developing key comprehension skills.</p> <p>Teaching of key reading skills is explicit and planned.</p> <p>Reading comprehensions include all six question types.</p> <p>Children are given a broad range of reading texts and genres.</p> <p>Resources are in place to support the T&L of comprehension skills</p>	SK	<p>Autumn term 2018</p> <p>Review half termly</p>
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.3 To undertake writing moderation across the school, ensuring that expectations are consistent and that gaps analysis impacts on planning and teaching.	<ul style="list-style-type: none"> Half termly writing moderation sessions will take place in each key stage. All teachers will gain a clear understanding of year group expectations to ensure children stay on track Use moderation to identify any gaps and address this through planning and teaching. To ensure that all new teachers have a consistent approach to assessing pupils' writing in line with our whole school expectations. 	Nil	<p>Teachers are able to assess pupil's writing accurately and consistently.</p> <p>Subsequent writing shows improvement in identified aspects as a result of identification of gaps and targeted teaching.</p>	All teachers	Half termly commencing autumn term 2018

<p>2.4 To ensure progression in GPS across the school</p>	<ul style="list-style-type: none"> • All teachers in UKS1/KS2 implement daily GPS starters • Teachers use assessment (Testbase) and writing moderation to identify gaps and next steps. • Progression for individual children is monitored through ongoing assessments • Continued implementation of No Nonsense Spelling Groups 	<p>Nil</p>	<p>Children's writing will show an improvement in punctuation, grammar and spelling.</p> <p>Teachers will use moderation of writing and assessments to influence teaching and learning.</p>	<p>All teachers</p>	<p>By end November 2018</p>
<p>Maths:</p>					
<p>2.5 To implement the new end of unit White Rose Maths interventions, using the gaps analysis to inform support, interventions and future teaching.</p>	<ul style="list-style-type: none"> • To ensure that all teachers use the end of unit assessments for formative assessments • To use assessment outcomes to identify gaps for further teaching and support • To use outcomes to identify specific interventions and additional lessons 	<p>Nil</p>	<p>Teachers will be able to identify gaps in individual children's maths knowledge and skills</p> <p>Planning and teaching will address identified areas</p> <p>Children will show progress in subsequent retests</p>	<p>All teachers</p>	<p>Commence autumn 2018</p>
<p>2.6 To develop reasoning skills through reasoning starters, reasoning/problem solving lessons and mixture of fluency and reasoning questions within lessons.</p>	<ul style="list-style-type: none"> • Maths lead to review how reasoning is taught in each class – review of planning and lesson observations • Implement reasoning and problem solving starters in all maths lessons • Ensure that children are given ample opportunities to apply their maths skills in reasoning and problem solving lessons • Development of a bank of reasoning questions • Implement 'I See Reasoning' weekly lessons in Years 2-6 	<p>Nil</p>	<p>Planning will evidence reasoning starters and stand-alone reasoning lessons.</p> <p>Within lesson observations a clear reasoning starting activity will be evident.</p> <p>Book scrutiny will show specific reasoning lessons.</p> <p>Reasoning questions will permeate all maths lessons and book scrutiny will show mixture of fluency and reasoning questions within lessons.</p>	<p>SK</p>	<p>In place end autumn term 2018</p>

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
Wider Curriculum:					
2.7 To ensure that all subjects are assessed and tracked in light of the curriculum review.	<ul style="list-style-type: none"> NM, JS, RN, HC to attend subject leader training Continue to embed tracking system for all subjects Subject leaders to be trained in how to monitor progress within their subjects so that they understand what the data says and to be able to hold teachers to account Agree how subjects will be assessed and what should be evidenced SLT to collate and analyse assessment and tracking data in the summer term with subject leaders 	Nil- Staff meetings/ SLT time	<p>A plan for the monitoring and tracking is in place</p> <p>The school's tracking system provides accurate information to subject leaders and teachers about progress in all subjects</p> <p>Analysis of 2018-19 progress data shows that the majority of pupils in all year groups in KS1 and KS2 are making at least sufficient progress from starting points in Science and the foundation subjects</p> <p>Teachers use the progress tracking information to inform their planning for teaching and learning</p>	SLT All teachers	Jan 2019 Reviewed termly. July 2019
2.8 To review and refresh the use of Philosophy For Children across the school in order to enable children to develop reasoning and thinking skills	<ul style="list-style-type: none"> To allocate Philosophy For Children as a subject leadership role for HM HM to undertake P4C training HM to review resources and whole school planning HM to train all staff using new P4C plans HM to monitor implementation and impact 	£200 cost for training £200 resources	<p>Philosophy For Children is embedded across the school</p> <p>Children show improved reasoning and thinking skills across the curriculum</p> <p>Children use P4C skills to improve inference and reasoning within their reading</p>	HM	Training Spring 2019 Staff cascade training February 2019 Monitoring and review summer 2019
2.9 To use the Linguamarque	<ul style="list-style-type: none"> HC to undertake a review and audit of MFL provision with Linguamarque advisor 	£500	A clear action plan will be in place with key actions identified for each strand.	HC	Training November

framework to raise standards and provision within Modern Foreign Languages	<ul style="list-style-type: none"> • HC to develop an action plan using LM framework and identify key actions • HC to allocate key actions to all teachers against the LM framework 		Provision and resources for the teaching of MFL will be improved across the school.		2018 Action plan January 2019 Monitoring ongoing
Key Issue 3: Personal development, behaviour and welfare			Led by:		
To ensure that pupils are confident, self-assured learners who value their education.			Clare Lamb (HT) Suzanne Kemp (ST)		
			Governor monitoring:		
Priority Developments	Actions	Res /Costs	Success Criteria/ monitoring	Personnel	Timescale
3.1 To implement and embed the new ELSA role in order to support children with SEMH issues across the school.	<ul style="list-style-type: none"> • NB to attend ELSA training Autumn Term • NB to work with CL to identify children suitable for support • NB to provide bespoke support in half term blocks for identified children • NB to attend regular training and supervision sessions with EPs • NB and CL to monitor the effectiveness of the programme using Boxall profiles pre and post 	£1500 inc cover	<p>The school will be able to identify and support SEMH with identified children within school.</p> <p>Pre and post assessments show that children receiving support have develop greater resilience, self -confidence and the ability to deal with a range of circumstances</p>	NB	Training and initial implementation Autumn 2018
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
3.2 To ensure that the school recognises key campaigns and strategies that	<ul style="list-style-type: none"> • To use the Anti Bullying campaign as a basis for developing an understanding of the impact of actions on others • To ensure that Cyber Bullying and Peer On Peer 	Nil	Children are able to articulate what they would do if they felt bullied or worried. Children talk about feeling safe on line and with their friends	All staff	Initiatives and focus days rolled out across the year:

support children's behaviours and emotional well being	<p>Abuse are addressed in school assemblies, ICT and PHSE</p> <ul style="list-style-type: none"> To promote Childline and NSPCC contacts and resources 		The school has a clear procedure that children understand about what they should do if they are worried		<p>Anti Bullying Week Nov 2018</p> <p>7th Feb Safer Internet day</p>
3.3 To review systems in school that promote pupil voice	<ul style="list-style-type: none"> To carry out a review of Circle time mentors/ School Council – which strategy promotes pupils voice/ Carry out consultations with pupils Develop a strategy that enables greater pupil voice and feedback 		<p>Children will have greater opportunities to express their opinions and ideas</p> <p>Children will lead school initiatives that will have impact on key issues ie recycling, improving the school environment, developing leadership roles</p>	All staff AS	Ongoing
3.4 To work with parents to promote and support good levels of attendance	<ul style="list-style-type: none"> To review the school's Attendance Policy in partnership with the BSP and EWO. To carry out a parent forum and produce information in order to raise awareness of the importance of regular attendance. To work closely with the EWO to fast track families with high levels of absence/ lateness and put joint plans in place with families. 	Nil	<p>Attendance improves across the school. The number of holidays taken in term time are reduced.</p> <p>The school has a robust approach in place that is consistent with partnership schools.</p> <p>The number children arriving late for school is reduced.</p>	CL, CH	<p>Policy in place Autumn Term</p> <p>Weekly monitoring by office staff.</p> <p>Ongoing monitoring and intervention throughout year.</p>
Key Issue 4 : Outcomes For Pupils			Led by:		
To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.			Clare Lamb (HT) Suzanne Kemp (ST)		
			Governor monitoring:		

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
4.1 To ensure that the % of pupils reaching the expected standard in reading, writing and maths is at least in line with national if not above at the end of KS1	<ul style="list-style-type: none"> Review of all children and progress made from their starting points (EYFS for KS1/ KS1 for end KS2) Identify children at risk of not making at least expected progress and implement support and interventions where necessary. (see Teaching and learning) Identify children at risk of not reaching EXS in r,w,m and implement support and interventions. Use EEF Improving Literacy recommendations to identify further measures that can be implemented to accelerate progress and improve teaching and learning, including 1:1 Tutoring 	Nil	<p>Moderation is undertaken with cluster schools to ensure consistency.</p> <p>Target predictions show that: 78% will reach EXS in Reading, 78% will reach EXS in writing 78% will reach EXS in SPaG 78% will reach EXS in maths 74% will reach EXS in RWM</p>		<p>Training January 2019</p> <p>Moderation with other schools - ongoing</p> <p>July 2019</p>
4.2 To ensure end of year expectations in Year 6 are at least in line with National Expectations in RWM.	<ul style="list-style-type: none"> Use information and experience gained from the 2017-18 KS2 SATs to refine teaching and learning for the 2017-18 cohort: question analysis information, expectations from revised interim frameworks, performance of key groups, especially disadvantaged pupils and prior high achievers (using information from the new Ofsted ISDR and ASP report) Share outcomes from the 2017-18 KS2 analysis with all KS2 staff to increase their awareness, with the expectation that they will also use the information in their teaching 	Nil	<p>SK will attend moderation training that will support final judgements in writing.</p> <p>The school's 2018 Year 6 progress outcomes will be at least in line with the National progress ('0') in each of reading, writing and maths</p> <p>DfE floor standards will be met</p> <p>Target predictions show that: 78% will reach EXS in Reading, 81% will reach EXS in writing 81% will reach EXS in SPaG 85% will reach EXS in maths 74% will reach EXS in RWM</p>		<p>Training January 2019</p> <p>Ongoing interschool moderation</p> <p>July 2019</p>
2.1 To ensure that effective support is put in place to challenge more able learners and those children at risk of not	<ul style="list-style-type: none"> All teachers to be fully aware of children with high starting points from pupil progress meetings and class profile sheets. To identify children who are potential outliers in school data. 	Nil	<p>Teachers know which children are predicted to reach GDS/ HS from their starting points.</p> <p>Planning and teaching gives high level of challenge and rigor to ensure children</p>	All teachers	Pupil progress meetings half termly

making at least expected progress from their higher starting points.	<ul style="list-style-type: none"> HT to undertake FFT training and use 'estimates' outcomes across the school to identify children at risk Use of gaps analysis on tracker to identify any aspects that identified children are not attaining which is impacting on their progress Use of clear differentiation and challenge in all planning/ teaching with mastery activities in place To put in place 1:1 Tuition sessions for those children in years 4,5 and 6 that are not making at least expected progress in order to address individual areas of weakness. 	£2000 (as in T&L)	<p>reach their full potential.</p> <p>Tracking and gaps analysis shows that gaps are being address and the gap is closing.</p> <p>Bespoke 1:1 sessions enable teachers to address key aspects of weakness as determined by gaps analysis assessments.</p>		
Key Action 5: Effectiveness of the Early Years			Led by:		
To ensure that children in Early Years make substantial and sustained progress from their starting points through an enriched curriculum and stimulating learning environment.			Clare Lamb (HT) Hannah Marsden (EYFS Lead/ SLT)		
			Governor monitoring:		
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
5.1 School GLD is at least in line with National	<ul style="list-style-type: none"> EYFS teacher baselines children within first 4 weeks at school. Children at risk of not reaching GLD identified Identified children undertake interventions and receive additional support in identified areas. Identify if external support need is identified SALT, CISS, Pupil Passports put in place for identified children 	Nil	The school GLD is at least in line with national. Children are given additional support in aspects where they have been identified as not reaching expected.	HM	Baseline Sept 2018 Monitoring from baseline half termly.
5.2 To ensure that the outdoor learning environment supports the	<ul style="list-style-type: none"> Review EYFS outdoor area following 2018 baseline outcomes. Enhance wooded area to include more climbing, balancing activities. 	TBC	Children are able to access opportunities and resources that will develop moving and handling, making relationships, early writing skills and early maths skills in the outdoor	HM	By Summer Term 2019

<p>development of aspects of EYFS that were identified as lower at baseline – moving and handling, Making relationships, early writing skills and early maths skills.</p>	<ul style="list-style-type: none"> • Fix/ Purchase new ride-ons. • Build/develop a gardening/plant area • Use new mud kitchen to develop maths, reading and writing skills. 		<p>environment.</p> <p>Each aspect of the EYFS curriculum is evident in the newly developed space.</p> <p>Regular opportunities are provided for sustained periods of play in a rich and stimulating outdoor environment</p>		
<p>5.3 To support and develop children’s early writing skills so that most children achieve GLD at the end of EYFS</p>	<ul style="list-style-type: none"> • Provide a variety of ‘hooks’ to encourage and inspire more independent mark making • Focus on fine motor and finger gym challenges to build finger muscles and pencil grip. 		<p>All children will be able to give meanings to marks.</p> <p>All children will be able to write their name</p> <p>Most children will be able to use clearly identifiable letters to convey meaning</p> <p>Most children will be able to write simple sentences that can be read by themselves and others</p> <p>Most children will achieve a GLD in writing by the end of EYFS</p>	<p>HM</p>	<p>Implement autumn 2018</p> <p>Review half termly</p> <p>End EYFS end summer 2019</p>
<p>5.4 To support and develop children’s early number skills so that most children achieve GLD at the end of EYFS</p>	<ul style="list-style-type: none"> • Implement new ‘Number Sense’ ideas inspired by ‘Making Numbers’ course e.g. celebrating each number individually. • Enhance continuous provision to include more maths resources in the outside area. 		<p>All children will be able to recognise numbers</p> <p>Most children will be able to achieve a GLD of development in numbers by the end of EYFS</p> <p>To be able to consistently recognise numbers to 20.</p> <p>To be able to consistently recognise different representations of numbers.</p> <p>To develop a broader understanding of numbers</p>	<p>HM/SW</p>	<p>Autumn term implement</p> <p>Review half termly</p> <p>Summer 2019</p>

5.5 To work with parents so that they can support their child's learning at home	<ul style="list-style-type: none"> • EYFS Lead to run parent phonics session • Provision of phonics support packs for families • Provide phonic/maths games for parents to take home as additional support. 	Nil	<p>Parents are fully involved in their child's transition to school.</p> <p>Parents will have access to resources that will help to support their child's learning at home.</p>	HM	<p>Phonics Sept 2018</p> <p>Phonics packs in place autumn 2018</p> <p>Ongoing development of packs</p> <p>Review Summer 2019</p>

DRAFT

DRAFT