

Elm Tree Primary School



School Development Plan

2021-2022 – Establish

Early Years and Key Stage 1 Action Plan 2021-2022

Area: Early Years & Key Stage 1			Target: To develop the Early Years and Key Stage 1 to ensure progress is made by all following COVID-19 pandemic.				
Objective	Actions	Lead	Time scale	Cost	Source	Success Criteria/Intended Outcomes	Evaluation
To maintain the outstanding leadership of Early Years & Key Stage 1 to ensure that outstanding progress is made within the department on goals and to ensure children make outstanding progress as a result.	<ol style="list-style-type: none"> 1. Set up a subject leader folder for 2021-2022 to showcase evidence towards improving EYFS & KS1 provision following COVID-19 pandemic. 2. Sign up to school portal to keep up to date with current legislation and DfE updates on EYFS & KS1 at a local and national level. 3. Ensure all staff are aware and implement department specific policies outlining intent, implementation and impact, planning procedures, pedagogy specific to the needs of our children, recording of evidence, marking and feedback etc. 4. Create monitoring schedule and share with staff. 5. Plan and deliver training to enhance the skills and knowledge of all staff in the department 	SH	Ongoing 2021-2022	£0	N/A	<ul style="list-style-type: none"> - Teachers will plan sequences of lessons from rigorously designed curriculum documents by Team Leader. - Teachers will assess the children half termly and follow up with pupil progress meeting with Team Leader ensuring all children are given the best opportunities in their learning and interventions planned where necessary. - Monitoring will take place termly. - All staff will receive training to enhance their own CPD needs and that of the wider department in line with priorities. 	
To develop a monitoring schedule for EYFS and KS1 to ensure quality teaching and learning, provision and CDP opportunities.	<ol style="list-style-type: none"> 1. Liaise with the SLT calendar of events to find appropriate opportunities to add Early Years and Key Stage 1 monitoring across the year. 2. Compile a list of dates and forms of monitoring and distribute to teachers and Team Leaders. 	CW	Summer 2020	£0	N/A	<ul style="list-style-type: none"> - Teachers and Team Leaders will have a list of dates and monitoring activities emailed to them at the start of the year. - Monitoring dates will appear on the whole school calendar. 	

	3. Add monitoring dates to whole school calendar.						
To plan a broad and balanced curriculum which enhances the skills affected by COVID-19 but also engages, excites children and maintains an upward trajectory of progress for all children across all academic subjects.	<ol style="list-style-type: none"> 1. Meet with Team Leaders to establish the greatest areas of need following the COVID-19 pandemic for our children. Align this with national and local guidance. 2. Attend training on the new EYFS curriculum. 3. Use statutory curriculum documents to establish coverage needs for Early Years and Key Stage 1 with all Team Leaders so progression onto different pathways can be planned for accordingly. 4. Plan a 3 year cycle of topics which is suitable for Early Years and Key Stage 1 aged children. 5. Use EYFS outcomes and National curriculum to ensure coverage of each subject for each year into the half termly topics. 6. Create MTPs for each half termly topic. 	CW SH	Summer 2020	N/A	N/A	<p>-Teachers will plan half termly topics using the curriculum documents provided.</p> <p>- Core subjects follow their own LTP and MTP plans i.e. White Rose for Maths. Teachers will use these accordingly and in line with the attainment of the children in their classes.</p>	
To plan and resource an effective, exciting, varied and progressive learning environment, ensuring challenging, playful, opportunities across all areas of learning and development.	<ol style="list-style-type: none"> 1. Attend training and cascade to staff through meetings/training and resources onto G-drive. 2. Use Gap and Strength analysis to plan changes and respond to the needs and development of the children as a cohort. 3. Purchase appropriate furniture. 4. Purchase resources required in response to Gap and Strength analysis, PLPs and individual needs of children. 	SH AG	Ongoing 2021-2022	£5000	Educational suppliers	<p>- Resources purchased will be as a result of pupil progress meetings, gap and strength analysis and PLPs.</p> <p>- Course content will be cascaded with staff and implemented where appropriate.</p>	
To embed Letters and Sounds Phonics across the department.	1. Teachers and TAs will attend training from the phonics lead on the Letters and Sounds	CW SH AG	Ongoing 2020-2021	£0	N/A	- Phonics teaching will be in line with the Letters and Sounds scheme and will be progressive and	

	<p>programme and basic phonics knowledge.</p> <p>2. Support Teachers and TAs with planning and delivery of Letters and Sounds phonics sessions in class.</p> <p>3. As part of pupil progress, analyse phonics data with class teachers and plan interventions where necessary (including intervention for the lowest 20% across each class and the department).</p> <p>4. Complete monitoring of phonics each term (see monitoring calendar).</p>					<p>planned appropriately for the needs of the children.</p> <ul style="list-style-type: none"> - Children and staff will engage enthusiastically in phonics sessions. - Phonics assessments will demonstrate good progress and will highlight the need for intervention. - Phonics lead will ensure that they support teachers in assessment and intervention planning to ensure that all children make progress. 	
To foster a love of reading and stories in children.	<ol style="list-style-type: none"> 1. Set up a variety of reading and story areas and opportunities for story play in continuous provision. 2. Resource areas accordingly to aid storytelling. 3. Invest in a range of books across varying genres 4. Set up a schedule for daily reading opportunities for children 1-1 with an adult and for shared reading with children from other classes. 5. Include daily story times on timetables. 	SH AG TAs	Ongoing 2021-2022	£1000	Educational suppliers	<ul style="list-style-type: none"> - Children will engage in new reading and story areas across continuous provision. - Children will be able to re-tell a series of familiar stories. - Children and staff will foster a love of reading and books. - Children will hear a number of stories and rhymes daily. 	
To develop maths mastery skills in the children.	<ol style="list-style-type: none"> 1. Daily counting to be listed as a 'High Expectations' in curriculum guidance documents. 2. Planned daily maths activities using White Rose Maths 3. Invest in resources to aid mastery and mathematics teaching. 	SH AG	Ongoing 2021-2022	£300	Educational suppliers	<ul style="list-style-type: none"> - Children will have a firm understanding of basic mathematical concepts - Teachers will plan maths using CPA approach to ensure that mastery in mathematical concepts are embedded. 	

<p>Ensure that individual needs of children are met using targets taken from EHCPs</p>	<ol style="list-style-type: none"> 1. Write PLPs each half term with SMART targets 2. Set up 1-1 daily session with key workers for children to work on PLP targets 3. Collect evidence towards meeting the targets 4. Meet with teachers to discuss PLPs as part of pupil progress 5. Make referrals to in house therapies etc as appropriate as a result of pupil progress in line with EHCPs and plans for additional intervention for children who need it. 	<p>SH AG</p>	<p>Half termly</p>	<p>£0</p>	<p>N/A</p>	<ul style="list-style-type: none"> - Children will make outstanding progress in meeting half termly SMART targets - Children will make outstanding progress towards achieving goals set on EHCPs - Children will receive support from therapy team and additional services where needed as a result of pupil progress meetings and annual reviews. 	
<p>To develop evidence collection for both academic purposes and personal goals for all children.</p>	<ol style="list-style-type: none"> 1. Roll out use of Evidence for Learning app in classes following training from Team Leaders. 2. Add children's EHCP and PLP targets. 3. Collect evidence towards children meeting personal targets and academic targets (via tagging subjects). 4. Train TAs in how to use Evidence for Learning 5. Recap training on what kind of observations need to be collected in order to be useful, purposeful and to keep manageable. Focus must always be on the children and the interaction between them and adults to move learning on. 6. Set up a floor book each half term to showcase the learning and experiences that have taken place – (NC subjects tagged). 7. Where appropriate introduce exercise books for subject specific learning i.e. Phonics, Maths 	<p>SH AG</p>	<p>Ongoing 2021-2022</p>	<p>£500</p>	<p>Departmental split</p>	<ul style="list-style-type: none"> - Teachers and TAs will have an accurate understanding of where their children are attaining in learning and how best to move their learning on. - Teachers will be able to easily identify gaps in learning through B Squared analysis. - Staff will be able to showcase the holistic child's progress and whole class learning journey. - Children's learning will be feedback on in a more child friendly way in line with the marking and feedback policy. 	

	8. Ensure that all work in 'marked' and children have been actively involved in feedback dialogue – monitor through book scrutiny and learning walks.						
To develop outdoor learning opportunities	<ol style="list-style-type: none"> 1. Complete course in Outdoor learning from Early Excellence 3. Arrange timetabling to ensure opportunities for outdoor learning are planned for across the week. 4. Purchase waterproofs for outdoor play opportunities. 5. Research and develop ideas around outdoor provision 6. Research and purchase outdoor storage facilities and provision which can be used in all weathers to enhance children's learning and development. 	SH AG	Autumn term	£8,000	Educational suppliers	-Children will be equipped to access and experience more outdoor learning opportunities seasonally in a variety of contexts including outdoor lessons, physical development, continuous provision etc	
To improve and develop relationships with parents and carers.	<ol style="list-style-type: none"> 1. Create transition booklet for parents including information on how we teach phonics, what our day runs like, who we are etc 2. Ensure staff make positive contact with parents weekly 3. All staff to make active use of Class Dojos as a means of updating parents about learning, homework and as a method of communication. 4. Use teachers2parents text service to send out reminders for events/enrichments etc 5. Arrange activities for community days to engage parents in how the children are progressing and learning in school. 	CW SH AG TAs	Ongoing 2021-2022	£0	N/A	Parents/carers will have regular contact with school over the week in addition to HSLO contact at pick up and drop off. Parents/carers will be informed of events and encouraged to continue in home learning opportunities. Parents/carers will receive positive feedback from school and maintain open lines of communication.	

Procedure for monitoring progress:

Weekly meetings, lesson observations, pupils work, learning walks, assessment data, appraisal meetings, subject Leader files, Team Leader Meeting, staff feedback, pupil voice interviews.

Intended Impact:

Children will have a positive experience of school and learning following the COVID-19 pandemic which will ignite a love of learning throughout their educational career. Parents will be positively involved in the learning experiences of the children. The curriculum will be broad, balanced and personalised to meeting the needs of the children and as a result they will make outstanding personal progress.