

### Mission/Values statement

Leap into a pool of learning!

At Sennen School we aim to provide an education that will equip our pupils for a lifetime of learning. As well as highly valuing academic achievement, we passionately believe in developing the core learning skills of resilience, respect, reflectiveness, resourcefulness and teamwork. These virtues are instilled and reinforced in all aspects of school life as our children thrive in a supportive community environment. We strongly value children's individuality and encourage them to pursue their interests; celebrating their achievements in both school and through extra-curricular activities. We make the most of our wonderful locality to get the children out in the environment, learning through real life experiences. With learning behind every door and fun around every corner, children can immerse themselves in a pool of learning at Sennen.

### Curriculum statement

INTENT	IMPLEMENTATION	IMPACT
What we intend to achieve through our curriculum	How we will deliver our curriculum	How we will measure the effectiveness of our curriculum
We aim to provide children with a well-rounded and ambitious curriculum. High academic standards and expectations run alongside creativity, inspiration and imagination. Through the school's core learning behaviours of Respect, Resilience, Resourcefulness, Reflectiveness and Teamwork; children learn to: challenge themselves; demonstrate excellence; care for themselves and their community and have fun. Our curriculum draws upon the natural and historical resources in our community and the children's experience to make it relevant and inspiring for them. 2019 was a challenging year for our pupils. Over the next academic year we intend to support the children and their families with their health and well-being, as well as reigniting their love for learning and closing gaps and quickly as possible.	Throughout all curriculum delivery at Sennen, run our core learning behaviours. These are taught and developed alongside understanding and mastery of the primary curriculum. We believe that developing the children's ability to learn is crucial in order prepare them for secondary school and beyond. Clear, effective methodologies devised by teaching staff, drawing on research and best practice from many areas, enable high quality delivery of core subjects. This is going to be especially important post lockdown where teachers will quickly ascertain gaps and plan lessons and small group interventions to enable pupils to catch up. Staff work hard to adapt and personalise the curriculum to meet the needs of individuals, ensuring that each learner can work at their cutting edge, either as part of the whole class, in small groups or with some special 1-1 time. Cross curricular planning is used to fully immerse the children in a subject and give purpose to learning. In 2020 we will use cross curricular planning to address gaps, particularly in foundation subjects to ensure children don't miss vital parts of their curriculum. Children have the opportunity to experience a wide range of well planned, practical activities across all subjects. The curriculum will be delivered in an eclectic mix of locations designed to inspire and excite.	Rigorous assessment methods are in place for the monitoring of children's progress across the core curriculum. The outcomes of these are used to ensure that the delivery and content of the curriculum is tailored to individual children's needs. We hope that the systems that we manage to put in place will help children to catch up with their learning and be fully ready for their next stage, whatever it may be. Our aim is to empower children academically by making them aware firstly of their strengths, then their development points, with clear pathways to success explained for them. Most importantly however, our success will be measured in children's attitudes to learning and their well-being, their ability to discuss their learning with positivity and confidence and the breadth of opportunities that have been afforded to them. We seek the views of pupils, staff and parents to inform our curriculum delivery and help us to reach our aims. Our curriculum aims to help children prepare for a lifetime of learning, underpinned by enjoyment, excellence and an understanding of themselves.

# School Development Plan 2020 - 2021

## Inspection data summary report indicates;

KS2 progress over time	KS2 attainment over time	KS1 attainment over time	Y1 Phonics over time	GLD over time
<p><u>Reading</u> All PP</p> <p>2017 +1.4 +1.0</p> <p>2018 0.0 -3.71</p> <p>2019 +0.89 +2.69</p> <p><u>Writing</u> All PP</p> <p>2017 +0.1 -0.5</p> <p>2018 +1.3 +0.56</p> <p>2019 -0.53 +1.01</p> <p><u>Maths</u> All PP</p> <p>2017 0.0 -0.5</p> <p>2018 +0.8 +0.59</p> <p>2019 -1.66 +5.31</p>	<p><u>Reading (nat exp+)</u> All PP</p> <p>2017 (71%) 79% 80%</p> <p>2018 (75%) 87% 60%</p> <p>2019 (73) 77% 33%</p> <p><u>Writing (nat exp+)</u> All PP</p> <p>2017 (76%) 71% 60%</p> <p>2018 (78%) 80% 80%</p> <p>2019 (78%) 77% 33%</p> <p><u>Maths (nat exp+)</u> All PP</p> <p>2017 (75%) 71% 40%</p> <p>2018 (76%) 80% 60%</p> <p>2019 (79%) 77% 100%</p> <p><u>RWM (nat exp+)</u> All PP</p> <p>2017 (61%) 64% 40%</p> <p>2018 (64%) 67% 40%</p> <p>2019 (65%) 46% 0%</p>	<p><u>Reading (nat exp+)</u> All PP</p> <p>2017 (76%) 85% 100%</p> <p>2018 60% 40%</p> <p>2019 (75%) 83% 75%</p> <p><u>Writing (nat exp+)</u> All PP</p> <p>2017 (68%) 69% 100%</p> <p>2018 50% 40%</p> <p>2019 (69%) 75% 75%</p> <p><u>Maths (nat exp+)</u> All PP</p> <p>2017 (75%) 77% 100%</p> <p>2018 50% 20%</p> <p>2019 (76%) 83% 75%</p>	<p>2017 nat 81% sch 80%</p> <p>2018 sch 92%</p> <p>2019 nat 82% sch 100%</p> <p><u>Pupil premium Phonics data</u></p> <p>2017 50%</p> <p>2018 67%</p> <p>2019 100%</p>	<p>2017 nat 71% sch 70%</p> <p>2018 sch 88%</p> <p>2019 Sch 73%</p> <p><u>Pupil premium GLD data</u></p> <p>2017 67%</p> <p>2018 100%</p> <p>2019 100%</p>
<p><b>Analysis</b></p> <p><b>Cohort sizes:</b></p> <p><b>2017: 14 (PP 5)</b></p> <p><b>2018: 15 (PP 5)</b></p> <p><b>2019: 13 (PP3)</b></p> <p>All scores have fell slightly below floor standards in 2019 in writing and maths. We were anticipating that this would change in 2020.</p> <p>Progress over time for pupil premium children remains a real strength. Reading improved in 2020 which reflects the hard work on reading development in 2019. This also goes against national. No significant difference in scaled scores for girls and boys.</p>	<p><b>Analysis</b></p> <p><b>Cohort sizes:</b></p> <p><b>2017: 14 (PP 5)</b></p> <p><b>2018: 15 (PP 5)</b></p> <p><b>2019: 13 (PP3)</b></p> <p>Attainment for all remained constant in 2020 and all areas are broadly in line with national averages. The fall in combined for RWM has been disappointing this year and will be a focus for tracking, pupil progress and provision mapping. GDS in reading was strong this year which is the opposite of the national picture. Again PP is behind, other than in maths (although small cohorts and large percentages must be taken into account).</p>	<p><b>Analysis</b></p> <p><b>Cohort sizes:</b></p> <p><b>2017: 13 (PP 1)</b></p> <p><b>2018: 10 (PP 5)</b></p> <p><b>2019: 12 (PP4)</b></p> <p>Data is pleasing in all subjects with the pupils not making expected being identified early on as having specific SEN needs. All areas performed higher than national averages. Pupil premium children performed well in all areas, showing little difference to non.</p>	<p><b>Analysis</b></p> <p><b>Cohort sizes:</b></p> <p><b>2017: 10 (PP 4)</b></p> <p><b>2018: 13 (PP 3)</b></p> <p><b>2019: 8(PP2)</b></p> <p>Strong performance in the last 3 years which reflects excellent practice in the classroom and timely use of afternoon interventions to boost where needed. PP data is improved from 2018, again small cohorts effect the percentage greatly. Year 2 retakes: only one child retook the test and they met the required standard.</p>	<p><b>Analysis</b></p> <p><b>Cohort sizes:</b></p> <p><b>2017: 11 (PP 3)</b></p> <p><b>2018: 7 (PP 1)</b></p> <p><b>2019: 11 (PP1)</b></p> <p>A slight dip in data was predicted this year with one child having very high SEN needs. The other ones that missed it did not meet the writing element – this is going to be a focus for next year. Closer partnership working with local pre-school to ensure data aligns has contributed. Curriculum development to encompass more outdoor and off-site activity has also impacted development.</p>

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2020/21 CURRENT Identified curriculum and standards gaps <i>(examples in red)</i>					
	Y5 and Y6	Y3 and Y4	Y2	Y1	Early Years
<b>Reading</b>	Whole class needs revision on inference and Explaining – justifying opinions from the text. Reading and experiencing a wide range of books – poetry and Plays	<p><i>Less reading, and meaningful conversations about the text over lockdown.</i></p> <p>Reading fluency, vocabulary &amp; general comprehension.</p> <p>Group intervention for decoding.</p>	Whole class did not finish phase 3. On assessment 8/14 would pass the phonic screening Sept 20	Lack of reading at home. 2/8 on correct book band for their age range. Decoding and blending requires support.	Children haven't got much experience of Phase 1 due to not being at preschool.
<b>Writing</b>	<p>Spellings – Spring and summer terms not consistently learned.</p> <p>Paragraphing and building cohesion and writing conclusions needs revisiting for all</p> <p>Semi-colons not covered by class</p> <p>General SPAG needs reinforcing for whole class, inconsistent use and some bad habits developed</p>	<ul style="list-style-type: none"> <li>Punctuation gaps – capitals, apostrophes, ! &amp; ?</li> <li>Grammar Terms &amp; a/an</li> <li>Lack of meaning rich vocabulary,</li> <li>General presentation &amp; not joining.</li> <li>Spelling – prefixes/suffixes, Common Exception Words, contracted forms &amp; homophones.</li> <li>Paragraphs</li> </ul>	Phase 3 phonics incomplete 8/14 confident with all phase 3 sounds (and some phase 4)	<p>Poor fine motor control and letter formation.</p> <p>Gaps in phase 3 phonics after assessment for all.</p> <p>Recapping vowel digraphs and trigraphs from phase 3 after initial assessment for all.</p> <p>2/8 can confidently write a sentence that makes sense.</p>	<p>Lack of mark making experiences for all.</p> <p>Fine and gross motor support required for all.</p>
<b>Maths</b>	Whole topics missed or not accessed by all: Most of fractions, percentages and decimals Angles, Measures – metric units and conversions Properties of shape	Whole class missed out on <b>Fractions</b> , Geometry, Time & Capacity/ Mass units.	Whole class missed multiplication and division and fractions units	Whole class missed building and consolidating numbers in EYFS. They didn't explore numbers to 20 and beyond. Early assessments show this needs reteaching for all	Gaps in number recognition and number names and formation for all. All pupils need to cover again to ensure secure understanding.
<b>Wider curriculum</b>	SRE Science – The human body (not all accessed it) The Water Cycle and rivers	<p><u>Geog</u> – mapping continents &amp; oceans.</p> <p><u>Science</u> – food chains</p>	Science – plants topic missed, needs completing before end of year 2	PSED - Social skills, listening and turn taking support.	PSED - Listening skills are very poor across whole cohort.

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SDP Priority Area 1: Quality of education						
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>		<ol style="list-style-type: none"> <li>1. To implement a recovery curriculum to quickly ascertain the needs of the pupils.</li> <li>2. To increase the number of pupils who achieve at least expected standard in reading, writing and maths.</li> <li>3. To improve spelling outcomes in KS1 and KS2</li> <li>4. To increase the number of pupils who achieve GDS at KS2 in numeracy</li> <li>5. To increase the number of pupils who achieve GDS at KS2 in writing</li> <li>6. Increased progress and attainment for PP children at KS2 in reading and writing.</li> <li>7. Maintain high standards set in Maths and writing, above national average in EXS and GDS at KS1.</li> <li>8. Maintain high standards in phonics and GLD.</li> </ol>				
<b>Rationale behind objectives</b>		<p>Outcomes at key milestones are in line with national averages in all area other than combined reading, writing and maths. This indicates the need for targeted support in areas that a pupil is finding challenging. The other objectives aim at raising aspirations among the pupils, particularly with regards to GDS and instil a love of learning through inspiring and engaging topics. Some of the topics are particularly aimed at boys as boy's writing at KS2 has been identified as an issue. Some of the specific packages that will be used (such as spelling) aim to provide children with lifelong strategies instead of rote learning and will also support children with specific needs (e.g. dyslexia).</p>				
Success criteria link	Objective/success criteria	Responsibility	Key actions to meet objective	When	Resources	Evaluation of Impact and evidence: different colours for each term
1	To implement a recovery curriculum to quickly ascertain the needs of the pupils.	NS & all staff	<p>Subject leads to access recovery resources from official bodies (e.g. white Rose Maths) and from TPAT and disseminate to staff.</p> <p>Decide on effective assessment methods to gain the information we need.</p> <p>Hold regular moderation staff meetings to verify judgements and decide on next steps.</p> <p>Use Target Tracker to identify gaps in learning in order to inform planning.</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Termly</p> <p>Ongoing</p>	<p>Subscriptions, access to resources etc.</p> <p>Access to exemplars of what expected looks like</p> <p>Target Tracker</p>	

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2	To improve the number of pupils who achieve at least the expected standard to reading writing and maths	NS RT All staff	<p>Use benchmark tests to track progress of pupils in reading and maths.</p> <p>Hold 3x yearly pupil progress meetings to discuss data and provision planning.</p> <p>Develop 'wave 2' interventions to support children who are struggling to prevent them from falling behind (pre teach, same day catch up, maths interventions etc).</p>	<p>Autumn 2, Spring 2, summer 2</p> <p>Autumn 2, Spring 2, summer 2</p> <p>Ongoing, reviewed termly</p>	<p>PIRA / PUMA tests</p> <p>Maths intervention resources</p>	
2, 3, 6	To improve spelling outcomes for end of KS2	NS CS	<p>Staff training on the links between secure phonic knowledge and spelling for life</p> <p>Subscribe to Spelling Shed to enable children to practise their spellings at home in a fun and interactive way.</p> <p>Use of 'hot words' on working walls to tackle commonly misspelled words.</p> <p>Use response to marking to tackle editing of spelling.</p> <p>Staff refresher training on teaching of spelling – 4-day system</p> <p>Development of dyslexia champion to raise attainment among vulnerable group.</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1 then ongoing</p> <p>Autumn 1 then ongoing</p> <p>Autumn 2</p> <p>Ongoing</p>	<p>Oxford Owl subscription</p> <p>Spelling Shed subscription</p> <p>Cost of training</p>	
2, 6	To ensure all pupils meet the expected standard in reading and writing at the end of KS2	NS, ET	<p>Identify pupils who are working at least one year below in English and identify gaps</p> <p>Buy Fresh Start package and attend training</p>	<p>Autumn 1</p> <p>Autumn 2</p>	<p>Cost of programme</p>	

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3, 6	To develop the mastery approach in maths across the whole school.	ET NS  NS  NS / ET	<p>Maths lead to support staff in developing a 'recovery curriculum' after Covid</p> <p>'Explain it' part of teaching to be developed through CPD</p> <p>Mastery stickers used to stretch and challenge pupils both in the lesson and in response to marking.</p> <p>Parent workshop on development of maths mastery</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Spring 1</p>	<p>Supply cover</p> <p>Stickers</p>	
1, 4, 5, 6 & 7	To develop ambitious vocabulary across the curriculum	ET / NS  NS & CS  All staff	<p>Develop concept of key vocabulary as an integral part of maths lessons</p> <p>Head &amp; writing lead CPD on developing vocabulary across the curriculum (Alex Quigley, Andrew Jennings online training) – disseminate to staff</p> <p>Use Mrs Wordsmith and Vocabulary Ninja resources to plan for and teach specific high-level vocabulary linked to literacy topics.</p> <p>Promote tier 3 vocabulary through displays, wow walls etc</p>	<p>Autumn 2</p> <p>Autumn 2</p> <p>Spring 1</p>	<p>Cost of training</p> <p>Cost of printing</p>	

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SDP Priority Area 2: Behaviour and attitudes					
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	<p>Children will be given strategies to help them settle back into school life.</p> <p>Children will demonstrate an improved behaviour for learning and show greater resilience when tackling new challenges</p> <p>Children with identified behaviour needs will have regular TIS and friendship skills sessions to support their development</p> <p>Attendance will remain above national average with persistent absence continuing to fall.</p>				
<b>Rationale behind objectives</b>	<p>Behaviour in the school is generally good, with the situation much improving last year. The situation during Covid has meant that a lot of children have lost key B4L skills and are struggling with their focus. Children need to be in a calm and consistent environment where they feel comfortable to do their best. Staff need to work in a school where they need supported and that behaviour management is consistent. Attendance currently sits at just above national average with persistent absence falling.</p>				
Objective/success criteria	Responsibility	Key actions to meet objective	When	Resources	Evaluation of Impact and evidence: (different colours for each term)
Revisit behaviour policy post Covid, resetting expectations & developing school culture	NS / RH	<p>INSET for staff on behaviour policy and priorities post Covid</p> <p>Introduction assembly for pupils to remind them of the school's virtues and their meaning. Reminder of school behaviour policy and expectations.</p> <p>Parent summary to be written to remind parents of expectations in school</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p>	Class Dojo (free)	
Further develop growth Mindset using class dojo videos.	NS / RH	<p>Staff training on Growth Mindset videos on Class Dojo</p> <p>Introduce Class Dojo videos as part of whole school assembly</p>	<p>Autumn 2</p> <p>Autumn 2</p>		

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		Set up class displays to be referred to when teaching about the importance of resilience.	Autumn 2		
Use TIS interventions to target pupils who have been identified as being vulnerable in terms of their behavioural need	NS / RH / RT	<p>Teaching staff to take TIS whole school training to help them support the needs of their pupils</p> <p>TIS lead to take a more strategic role planning for the needs of the pupils and tracking their progress.</p> <p>Timetable protected to ensure sessions take place</p> <p>TIS assistant to deliver sessions under guidance of lead</p>	<p>Autumn 1 then ongoing</p> <p>Autumn 2</p> <p>Autumn 2</p> <p>Spring 1</p>	Specific identified resources	
School autism champion to plan for and provide targeted support for pupils, particularly with regards to behaviour at less structured times	RT / SBP	<p>Work alongside SENCO and identify the needs of individual pupils.</p> <p>Plan activities to support pupils and deliver.</p> <p>Monitor and review as necessary.</p>	<p>Autumn 1</p> <p>Ongoing</p>	Specific identified resources	



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SDP Priority Area 3: Personal development					
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	<p>Children will have a good understanding of their mental and physical well-being post lockdown and will re-establish their learning behaviours</p> <p>Children will feel adequately equipped to manage the changes in their bodies as they grow, as well as where they can go for support and guidance.</p> <p>Children will know the importance of leading a healthy lifestyle and how they can make necessary changes to become more active, fitter and healthier.</p> <p>Children will experience a range of cultures and show a greater understanding of how and why people belong to different religions</p>				
<b>Rationale behind objectives</b>	<p>Sennen School serves a very remote community that encompasses generations of the same families. Due to its locality, the children do not always have experience of a range of cultures. With the implementation of the statutory RSE curriculum; the school needs to ensure that it is fully meeting the requirements and supporting the children in the best possible way.</p>				
Objective/success criteria	Responsibility	Key actions to meet objective (with dates)	When	Resources	Evaluation of Impact and evidence: (different colours for each term)
To deliver recovery curriculum to support pupil's physical and mental well being post Covid	RH / NS	<p>All staff provided with the 'Jigsaw Recovery programme' as part of INSET day</p> <p>Staff to deliver lessons relevant to their class from the package</p> <p>Assemblies to reflect coverage in lessons to ensure a whole school approach</p> <p>High emphasis placed on PE lessons, prioritising their time and content to ensure they are physically active.</p>	Autumn 1	<p>Jigsaw package</p> <p>Jigsaw assembly programme</p> <p>Real PE lessons</p>	
Develop outdoor curriculum to allow children a chance to	KH / NS / CS	<p>Meet with Specialist regarding development of field for tree planting</p> <p>Investigated sites for use for Forest School sessions</p>	Autumn 1		

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develop learning behaviours in a different environment		<p>Develop risk assessments and FS handbook specific to Sennen School</p> <p>Buy resources to begin sessions</p> <p>Carry out staff CPD session to inform of benefits of outdoor learning.</p> <p>Work with other local schools to gain ideas and receive support</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Ongoing</p>		
To review and modify RSE curriculum to both inspire pupils and meet the requirements of the new Curriculum	NS / RH	<p>Establish new requirements</p> <p>Review current provision – Check coverage is adequate</p> <p>- Carry out staff survey</p> <p>If provision is not adequate, review alternatives</p> <p>Staff training to be carried out</p> <p>Parent meeting to be held to explain new curriculum and its importance</p> <p>New curriculum to be implemented</p>	<p>Spring 1</p> <p>Spring 1</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 1</p> <p>Summer 2</p>	Possibly cost of materials	
To engage with Cornwall healthy schools to implement new PSHE curriculum	NS / RH	<p>Whole school training on new curriculum resources and how these link with LifeWise.</p>	<p>Autumn 1</p> <p>Autumn 1</p>		

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		PSHE to be prioritised for regular sessions and PSHE book set up to show personal development progress.			
To broaden the children's experience of different religions and cultures by implementing new Cornwall Agreed Syllabus.	NS	Attend training on new curriculum and disseminate to staff	Autumn 1	New resources for RE curriculum	
	NS	Identify gaps in children's learning and make sure they are planned for to ensure progression	Autumn 1		
	NS	Use assemblies as a platform for promoting diverse cultures and societies	Ongoing		
	NS	Make links with local workshops that offer cultural days (include parents)	Autumn 1 then ongoing.	Subsidise workshops	

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SDP Priority Area 4: Leadership and Management					
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	Head will continue to develop post Head will continue to develop links with other school leaders both in terms of collaboration and support Middle leadership will develop to drive the school forwards and share the workload with the Headteacher The governing body will continue to grow in strength and have succession planning in place to ensure its continued growth and development.				
<b>Rationale behind objectives</b>	Although head and Chair of Governors have been in place for over a year, they were not able to complete a full cycle due to Covid. They will need to continue to work together to keep driving the school forward and continue with the progress they had begun to make. Links with other schools continue to be invaluable both as support and challenge, including other heads in the community. Previous leaders have identified the need for more shared ownership of the school in order for the school to progress. New middle leaders are keen to develop their own skills and be part of the drive for change.				
Objective/success criteria	Responsibility	Key actions to meet objective	When	Resources	Evaluation of Impact and evidence: (different colours for each term)
To continue to develop new headship	NS	Join Penwith Primary Head's meetings to make links in the local area outside of TPAT  Attend all head's briefings  Continue to engage in professional development with TPAT to ensure school continues to make progress.	Autumn 1 then ongoing		
To develop middle leadership in the school to ensure the school moves forwards	NS	Identify teacher's strengths in terms of school priorities  Through performance management meetings, set action plans in line with school priorities  Provide access to CPD and support to enable leaders to be effective	Autumn 1  Autumn 1  Ongoing	Release time for their subject	

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To use collaboration as a way of supporting, questioning and challenging the leadership of the school.	NS	Termly SHIP visits held to focus on school development and be a critical friend for head. Termly PEL visits will give validation for actions and help steer the school in the right direction.	Termly  Termly		
To develop succession planning for the governing body	DS	Discussion at LGB about recruitment, pooling ideas together Work with Bex Couch on governor recruitment and retention, ensuring we are getting members from different aspects of our society.	Standard item on each LGB		

SDP priority Area 5: Early Years					
<b>Success Criteria</b> <i>How will we know we have met the SDP priority?</i>	<p>New Early Years Team will be in place and trained to deliver EYFS curriculum</p> <p>Staff will be upskilled to understand early years provision, particularly in how to develop children during their own learning time including how to use questioning and 'in the moment planning' to extend the children's learning.</p> <p>Children will take part in small group, bespoke, targeted phonics sessions daily.</p> <p>Children will be provided daily opportunities for writing, particularly during own learning time and this will be reflected in the learning environments and through following the children's interests when planning.</p> <p>We will continue to develop the outdoor learning provision, making the most of both the school's and local area's facilities</p> <p>The strong links with the local pre schools and nurseries will continue to ensure a smooth transition into reception.</p>				
<b>Rationale behind objectives</b>	<p>The class teachers are new to EYFS and so need to make sure they are confident to deliver the EYFS curriculum. The TAs are new to the year group and haven't had much previous training around how to facilitate own learning time and extend the pupils so some training would be useful. Early years data indicates a need to extend the children and achieve a higher proportion of exceeding judgements at the end of the reception year. Whilst we felt we had some last year, we didn't feel that there was enough external moderation over the year to validate these judgements.</p>				
Objective/success criteria	Responsibility	Key actions to meet objective	When?	Resources	Evaluation of Impact and evidence: (different colours for each term)
To develop understanding of the Early Years Curriculum	RH, KH	<p>Attend online training explaining principles behind the EYFS curriculum including continuous provision and in the moment planning</p> <p>Visit other settings to observe good practise, including the continuous provision.</p> <p>TAs to complete online training module on being a TA in the EYFS.</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn1</p>	Cost of courses	
To develop learning environment, both inside and outside to allow for learning opportunities in own learning time	RH, KH	<p>Attend Early Excellence training on learning environments.</p> <p>Work with and get advice from Early Years practitioners on how to maximise the potential of the learning environment.</p>	<p>Autumn 1</p> <p>Autumn 1</p>	<p>Cost of courses</p> <p>Time for development of learning environment.</p>	

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Ensure all EYFS staff are fully trained in the delivery of phonics to ensure high standards	NS	<p>Staff meeting on INSET day to teach principles behind synthetic phonics and signpost good resources</p> <p>Online training course to be completed to ensure staff have up to date knowledge</p>	<p>Autumn 1</p> <p>Autumn 2</p>		
To establish connections with other local primaries (both in and out of TPAT) to moderate judgements and support in development.	RH / KH NS	<p>Make contact with closest schools (for suitable comparison) and within the trust and arrange informal meetings.</p> <p>Set agendas for meetings, including a focus on moderation.</p> <p>Once attended, feedback to school and review / develop practise in line with findings.</p>	<p>Autumn 2</p> <p>3 x yearly</p> <p>3 x yearly</p>		
To provide more opportunities for writing, especially in own learning time.	RH, KH	<p>Look for and training support available both in terms of practise and setting out of learning environment.</p> <p>Set up wow writing board to collect pieces by each term to show progress.</p> <p>Consider ways to celebrate writing and plan for purposeful writing opportunities both indoors and outdoors.</p> <p>Moderate pieces with KS1 teachers.</p>	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1 and the ongoing</p> <p>3 x yearly</p>		
To continue to work with preschools to ensure smooth transition	RH, KH	<p>Develop links with leaders of early years settings.</p> <p>Informally visit the settings for stories etc to become a familiar face for children, staff and parents.</p>	<p>Autumn 1 then ongoing</p>		

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		<p>Hold transition club for future pupils to familiarise them with the setting.</p> <p>Discuss new pupils with staff and make necessary adjustments to ensure a smooth transition into reception.</p>	<p>3 x yearly</p> <p>Spring 1 and then ongoing.</p> <p>Summer 1</p>		
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