



GREENFIELD NURSERY SCHOOL

SCHOOL PLAN

Curriculum

2020-21 was characterised by Covid-19 and continuous interruptions to children’s learning. The focus for us as a school is to review and understand the impact disrupted education has had on the children. Historically, children who attend Greenfield has a starting point lower than national average. Assessment, teaching and learning will need to take this aspect into account. In addition, the new Foundation Stage has provided an opportunity to revisit the teaching and learning framework at Greenfield.

Objective	Actions		What will we see?	What impact do we anticipate?	Progress review
Greenfield Nursery School (GNS)Curriculum: Our new curriculum identifies 7 key skills with associated outcomes which will enable children to gain the confidence and skills to enable them to go to school.	Implement and imbed new curriculum that is specific for the children that attend.	Draft curriculum identifying key skills for children	Curriculum is accessible and published with clear reflections points	Parents/carers report clarity about what the curriculum	
		Staff meetings and training to ensure staff understands key outcomes for the children who attend GNS	Staff have an understanding and regard for curriculum, demonstrable through leadership conversations and observations.	All performance reviews show that staff understand the key skills children need to achieve by the time the leave Greenfield Nursery School	
		Staff plan for and have regard for key skills in their everyday planning.	Staff refers to key skills in their planning, in their conversations and in their interactions		

			<i>with parents/carers, senior leadership and outside agencies</i>		
<i>Continuous assessment is a key to ensure the individual child is achieving their full potential.</i>	<i>To build on 'Planning in the moment', ensuring children are engaged in deep, progressive learning through meaningful interactions.</i>	<i>Enable staff to identify teachable moments and enable their understanding of how these moments can provide leaps in learning.</i>	<i>Through monthly conversations with staff develop and deepen their understanding of teachable moments.</i>	<i>Annual questionnaire formulated and by of the year all staff report that they have felt supported.</i>	
	<i>Implement OPAL assessment methods that reduces paperwork and enables staff to support children's learning through teachable moments.</i>	<i>Training session on OPAL in September 2021</i>	<i>All staff are issued with IPADs and they are able to access OPAL through Learning Journals online assessment system.</i>	<i>All staff are accessing the online assessment system and assessments are carried out at agreed points (every 6 months for all children).</i>	
		<i>OPAL assessments are set up for all children attending Greenfield Nursery School.</i>	<i>Assessment system is working and SLT is able to monitor, moderate and oversee assessments.</i>	<i>SLT can produce monitoring reports and can adjust throughout the year to ensure end of year cohort reports to governors and outside agencies (Ofsted, Improvement advisors a.s.o)</i>	

Teaching and Learning

In this section we highlight our focus and our key priorities for this year for teaching and learning. This section compliments our teaching and learning policy and our curriculum.

Objective	Actions		What will we see?	What impact do we anticipate?	Review
<p><i>Physical development:</i> Identified key skills have been identified and the staff team is working purposefully to ensure 85% of all children meeting milestones in Physical development.</p>	<p>Focus on making our outdoor area attractive and inviting with challenge and purpose</p>	<p>Set up communication friendly space to ensure quality interactions between children as well as between adults and children</p>	<p>Training day 7th of June</p>	<p>Evidence of Physical development planning taking key aspects into considerations</p> <p>Online report of Physical development</p>	
	<p>Ensure staff are familiar with key skills in relation to Physical Development and assessment</p>	<p>Through discussion in daily evaluations ensure continuous provision supports Physical development key skills in relation to our curriculum and key national curricula</p>	<p>Discussions during evaluations reported by all staff and observed by SLT</p>		
<p><i>Communication and Language</i> Identified key skills have been identified and the staff team is working purposefully to ensure 85% of all children meeting milestones in</p>	<p>Improve communication opportunities for all children both inside and outside</p>	<p>Makaton training for identified staff and staff are trained so that they can use Makaton to support children's language acquisition and communication.</p>	<p>Staff development time staff meeting</p> <p>Work towards ensuring 'Makaton' leads in each classroom in Greenfield</p>	<p>SLT monitoring shows:</p> <p>Children can talk about what they do in small and large groups.</p> <p>Assessment points shows that milestones are met for majority of children 80%</p> <p>Clear plans in place fore remaining 20% of children by the time of transition</p>	
		<p>Set up communication friendly space to ensure quality interactions between children as well as</p>	<p>Children engaged in reading for pleasure outside and inside</p>		

<i>Physical development.</i>		<i>between adults and children</i>	<i>Informal monitoring shows all groups of children reading</i>		
	<i>Focus on oral competencies through storytelling and giving children space and time to speak in.</i>	<i>Core books are used as an integrated starting point for teaching</i>	<i>Children can talk about characters and can retell stories</i>		
		<i>Staff utilises evidence-based teaching methods for communication</i>	<i>ICAN strategies are observed by SLT, Gov visits and Improvement advisors</i>	<i>Monitoring and learning walks (SLT and outside support)</i>	
		<i>ELKLAN or similar intervention programmes are implemented</i>	<i>Training opportunities for key staff to oversee implementation</i>	<i>Training has taken place and a plan for delivery has been formulated.</i>	
		<i>Tales tool kit is used when children are reaching assessment points</i>	<i>Monthly conversations with staff ensure TT is used when appropriate</i>	<i>Monitoring shows uses of TT</i>	
<i>Specific groups</i>	<i>Children whose first language is not English are assessed and provided with opportunities to use English</i>	<i>Start EAL group teaching for children whose first language is not English utilising Core books to enhance vocabulary and understanding.</i>	<i>EAL groups are taking place January 2021</i> <i>EAL books are read with children by bilingual staff</i>	<i>EAL assessment shows continuous progress (Stages of English Assessment)</i>	

	<i>SEND Graduated response is observable in SEND provision and children are identified and supported early</i>	<i>Language support group by working with Speech and Language therapist to put a programme of support in place for children on Speech and Language intervention plans</i>	<i>SENDCO supporting staff in implementing groups (January 2022)</i>	<i>Impact on milestones in Communication progressively throughout the year</i>	
	<i>EYPP – through individualised programme of support ensure pupils are identified and supported by KW</i>	<i>Utilise keyworker and focus child system to ensure children are given individual learning plans when needed.</i>	<i>Staff know what children are EYPP and are mindful out they plan Key staff is identified are monitoring additional support provided for EYPP Children</i>	<i>End of year assessment shows that EYPP children have benefitted from teaching interventions and additional resources when outcome analysis is carried out at the end of the year.</i>	
<i>Literacy</i>	<i>Increase our focus on scribing and writing for a purpose by adults modelling purposeful writing in a range of situations and contexts</i>	<i>Children are given opportunities for practicing reading and writing through improved mark making in all areas of pre-school and nursery</i>	<i>Cosy spaces for reading are provided so that children can engage in reading when they choose.</i>	<i>SLT and leaders observe staff modelling reading and writing throughout the school</i>	
		<i>Adults are observed modelling and scribing children's thoughts and ideas so children understand the purpose of reading and writing</i>	<i>Examples of children's writing is visible in the class room and in their Learning Journeys.</i>		

<p><i>PSED</i></p> <p><i>Emotional regulation enables children to access the learning. Our curriculum links communication and emotional regulation as key components. Children who can't communicate are often forced to communicate in other ways.</i></p>	<p><i>Focus on emotional regulation through stories and talking/listening</i></p>	<p><i>Key stories are identified through Core book scheme that enables children to recognise, label and talk about how they feel.</i></p>	<p><i>Staff are observed supporting children's emotional development by labelling emotions and feelings.</i></p>	<p><i>PSED – identified children at risk at the beginning of the year shows signs of accelerated progress both in PSED and in Communication and Language.</i></p>	
	<p><i>Children are identified and interventions are in place (graduated response)</i></p>	<p><i>Some children needing additional support to regulate their emotions are given support. Attention bucket therapy and play bags are used so children can develop tools to regulate.</i></p>	<p><i>Children identified as being at risk or engaging in risk taking behaviours are observed to be able to regulate their behaviour more effectively.</i></p>		
	<p><i>Children with higher need are given additional support and parents/carers are involved and engaged to provide additional support.</i></p>	<p><i>When necessary, children with additional emotional support needs are identified by the keyworker and SENDCO.</i></p>	<p><i>Staff report that they receive support and feel able to support children with additional emotional needs.</i></p>		
<p><i>Mathematics</i></p>	<p><i>Maths mastery focus to enable key concepts in relation to numbers and number patterns.</i></p>	<p><i>Maths mastery training identified for key staff</i></p>	<p><i>Children refer to number in their everyday conversations, using appropriate language.</i></p>	<p><i>Majority (85%) of all children are meeting their relevant milestones for number.</i></p>	
		<p><i>Improve staff's confidence for purposeful mathematical learning</i></p>			

		<i>Improve staffs understanding of subitising through training at staff meetings.</i>	<i>Children are able to use numbers comfortably and can subitise numbers (3, 5, 10)</i>		
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Leadership

This section identifies specific areas where specific leadership is required in order to set the school on a good footing for the future. In addition, it identifies areas where Covid-19 may hinder progress of children

Objective	Actions		What will we see?	What impact do we anticipate?	Review
Adult role: ensure staff is supported by SLT to develop their confidence and competencies, ensure practice is reflective and focussed on improvement	Following evaluation of 'Planning in the Moment' ensure planning takes account of changes with relevant adjustments.	Curriculum plans are in place for Explorers, Investigators and Pioneers for key areas of development.	Priorities are identified in line with School Plan and plans for age groups are in place. Termly outlines for what to teach is in place for each room	Staff reports feeling empowered to plan independently and feel competent outlining termly plans. Staff understand their collective responsibility of planning and feel equipped to enter next academic year.	
	Focus on assessment and early intervention ensuring children are identified early (pre-school) and relevant learning support is put in place and funding is identified where needed.	Children whose first assessment shows delay are identified (January 22) and appropriate interventions are put in place.	Learning plans are in place for children who need additional support.	Through learning walks and progress meeting SLT is confident that plans are being evaluated and updated.	
	EAL: Training for staff to focus	Collaborative training with Hurst Drive that will improve staff's understanding of	Language assessments show regard to individual differences and	Training sessions carried out by Easter 2022	

	<i>improve understanding of second language acquisition by ensuring all staff can carry out first language assessment</i>	<i>second language acquisition</i>	<i>teaching is being targeted to support children's stages of English.</i>		
		<i>Enhance availability of resources to enable staff to improve teaching of children with English as a second language (Dual-language books, Mantra Lingua books).</i>		<i>Resources are visible in the provision and SLT are able to testify that they are used intentionally.</i>	
		<i>EAL stages of English assessments are carried out for all EAL children.</i>		<i>SLT Monitoring Jan, April, July</i>	
<i>Improve Parent/carer participation in the school.</i>	<i>Consistently involve parents in planning in the moment/focus child observations</i>	<i>Improve Website presence and access for parents/carers.</i>		<i>Website is up and running by September 2021</i>	
	<i>SEND identification- ensure parents/carers are fully involved</i>	<i>Parent meeting are held with SEND parents and their thoughts and aspirations are clear from EHCP requests.</i>	<i>Annual questionnaire specifically asks parents about their involvement, and they report satisfaction with process.</i>		
	<i>Improve parent participation by recruiting parents to the governing body</i>	<i>Recruitment of parents/carers is advertised on the</i>	<i>New parent governors in place February 2022.</i>		

		<i>website and through conversations</i>		
	<i>Engage with Children’s Centre in order to utilise the facilities at Greenfield</i>	<i>Joint assessment and work to support families in accessing support when they need it.</i>	<i>Case studies are available where Family Centre and school has successfully worked together.</i>	
<i>Sustainability and succession planning</i>	<i>Explore possibility of Federations with other Maintained Nursery schools or Primary schools in order to ensure sustainability for Greenfield</i>	<i>Ensure a succession plan is in place in time for Interim Heads departure in August 2022, liaising with Hertfordshire County Council and Herts for Learning.</i>	<i>New head or leadership structure in place by September 2022</i>	
		<i>Participate in joint events with possible federation in order to explore possible collaborations with other school.</i> <i>Engage with other nursery schools in order ascertain possibilities</i>	<i>Federation plans abandoned or drafted by April 2022</i> <i>Processes outlined and understood by Greenfield Governors.</i>	
	<i>Staffing: identify methods of increasing staff capacity by training and developing new staff (either through Apprenticeships or other government funder grants).</i>	<i>Employ suitable staff by ensuring a recruitment strategy</i> <i>Employ 1 apprentice</i> <i>Maximise funding and appoint suitable staff</i> <i>Evaluate leadership capacity within the school to ensure succession planning.</i>	<i>Staffing is resilient enough to withstand leadership changes and/or impact of Covid-19</i> <i>Staff report increased resilience.</i>	