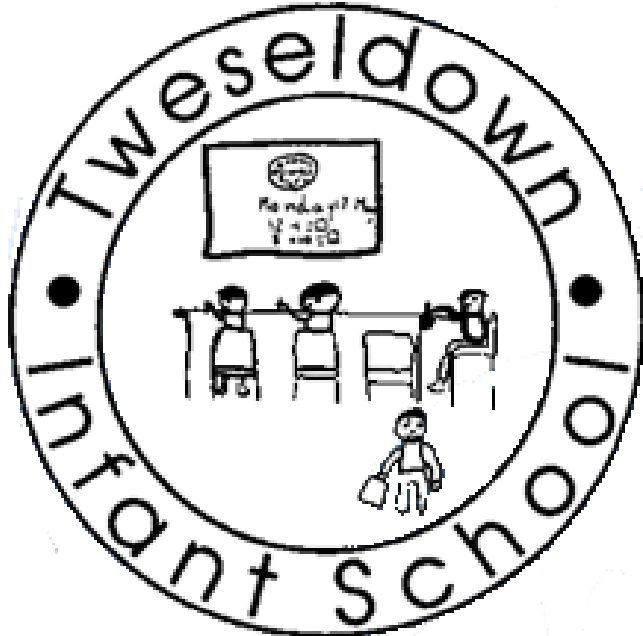


TWESELDOWN INFANT SCHOOL DEVELOPMENT PLAN 2022 - 2025



GROWING TOGETHER LEARNING TOGETHER

OUR VISION AND VALUES

At Tweseldown, the dedicated team help children acquire the skills to be confident lifelong learners; enabling them to be happy, enthusiastic and independent.

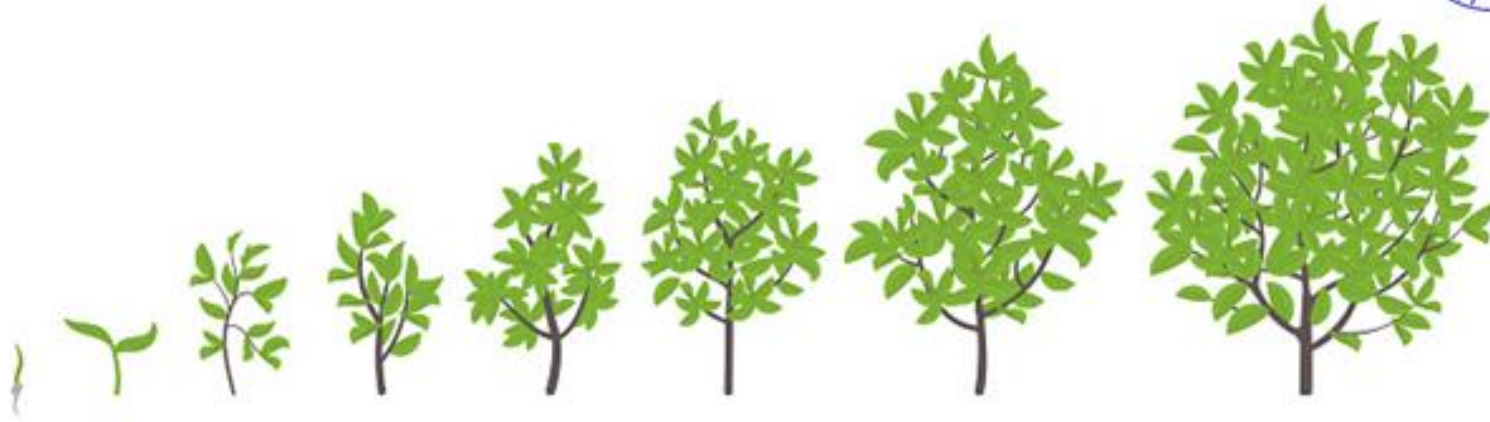
Delivered through a set of core values that reflect how staff think, act, and interact



Values



As devised by the staff, governors, children and parents at Tweseldown Infant School



'Growing Together, Learning Together'

Keeping Everyone Safe 	Doing things that challenge us 	Giving everyone a sense of belonging 	Being Happy 	Showing Understanding 	Celebrating Uniqueness 	Being able to listen 	Trusting 	Being Caring 	Showing Kindness 	Getting Ready For Junior School 
--	---	---	--	--	---	---	---	---	---	--

STRATEGIC PRIORITIES

1. WRITING

Key priorities are to;

- Raise standards in writing
 - Change planning
 - Stream Year R phonics
 - Increase opportunities for writing and genres
 - Investigate and implement a successful handwriting scheme
 - Use print in Year R
 - Further improve spelling
 - Effectively use support staff for interventions
- Understanding dyslexia and the implications for schools

2. GDS

Key priorities are to;

- Increase % of children achieving GDS in reading / writing / maths with a particular emphasis on writing.
- Attend Hampshire County Council moderation
- Ensure Deputy Headteacher trained as a moderator
- Train all staff in GDS writing by Hampshire County Council
- Continue to moderate as a school, with linked junior school and SHARP alliance
- Increase writing opportunities with engaging hooks
 - GDS writers group

3. Inclusion

Key priorities are to;

- Ensure we are ambitious for each and every child
- Ensure curriculum is from children's starting points
- Ensure 2 SENDCos work seamlessly together
- Successfully run a learning support classroom with integration into mainstream
 - Ensure specialist support when necessary and effective outreach
 - Involve parents
- Ensure communication system is in place
- Use Provision Mapping software effectively
- Ensure curriculum promotes inclusion

4. EYFS

Key priorities are to;

- Induct and train new Year R leader
- Stream phonics and teach phonics ASAP
- Ensure whole team understands how young children learn and what effective difference looks like in EYFS
- Ensure learning outside develops as children progress
- Ensure sufficiently challenging curriculum
- Continue to develop communication and language via singing songs, nursery rhymes and playing games
- Develop children's love of reading
- Interventions ASAP

5. Staffing

Key priorities are to;

- Induct and train new staff
- Support staff wellbeing and workload
- Professional development in place to meet needs of staff
- Succession planning in place
- Develop school leaders via NPOs
- Recognise potential and grow it
- Continue to develop effective model of middle leadership
- Develop questioning skills and active listening

SCHOOL DEVELOPMENT PLAN: OVERVIEW

The table below identifies the immediate activities to ensure the school is equipped and ready to move forward

Situation: Results from Summer 2022 data analysis indicates writing needs to be a focus particularly GDS.

Question: How do we ensure good progress for all children in writing?

Strategic Priority 1	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	Quality first teaching to ensure CTs delivering engaging lessons	<ul style="list-style-type: none"> • High quality texts to enthuse children • Hooks into learning • Opportunities to write at length • Talk for writing • Children given an opportunity to self evaluate their writing • Teacher model high quality writing (WAGOTL) • Drafting and re-editing • Effective resources in place to enable children to spell, punctuate and use adjectives effectively. • Planning with HCC • Writing INSET • Structured non-fiction writing pieces • Rename story time to book time 	<ul style="list-style-type: none"> • 80%+ of children throughout the school (per year group) achieve ARE+ in writing • 15% of children achieve GDS writing 	Year Leaders English Leader	07/23	
	Interventions timely to ensure rapid progress	<ul style="list-style-type: none"> • Keep up not catch up- children spotted when not achieving full 	<ul style="list-style-type: none"> • Interventions close the gap • Fluid groupings 	CTs	Ongoing from	£400

	Effectively use support staff for interventions	<p>potential and swift action implemented</p> <ul style="list-style-type: none"> • Fluid grouping in whole class teaching • Fluid grouping in streamed activities e.g phonics • Peel away groups used effectively • Focused writing groups in place from day 1 of each half term • Parents informed how to help support at home • SENDCo involvement if required and signposted to other professionals • KS1 SENDCo training in interventions for support staff every 2 weeks 	<ul style="list-style-type: none"> • Data shows accelerated progress • Phonics streamed in year R 	Year Leaders SENDCo	September 22 (October Year R) First half Autumn 22	
	Increase range of medium and genres used to stimulate writing opportunities	<ul style="list-style-type: none"> • Identified in new planning • High quality texts purchased • Video and website links used to stimulate ideas for writing • Talk partners prior to writing to model and generate ideas • Use of visitors • Role play • Drama activities to enhance speaking and listening • Children given opportunities weekly to write at length embedding skills learnt 	<ul style="list-style-type: none"> • Children excited to write and have the stamina to produce longer pieces 	Year Leaders English lead	Ongoing	£4K
	Structured, high quality handwriting practice ensuring formation correct with ascenders and descenders by year 2	<ul style="list-style-type: none"> • Early morning activity daily in the Autumn term in every class • Certificates for good writing • Pencil licences in year 2 • Training for staff in handwriting 	<ul style="list-style-type: none"> • Handwriting improves • Letters formed correctly • Grip correct 	English Leader CTs	Year 2	£200 release for English lead

		<ul style="list-style-type: none"> • Staff to remind children on pencil grip • Use pencil grips if children struggling • Share pencil grip, seating and slant of paper with parents • Appropriate writing materials in each class e.g 'fat tripod ' pencils in year R • Staff to remind children of posture and slant of paper (L/ R hand difference) • Investigate and implement a successful handwriting scheme as part of Dyslexia Project 	<ul style="list-style-type: none"> • Sharp appropriate pencils used • Correct posture 			
	Spelling of key words and NC words relevant to year group accurate	<ul style="list-style-type: none"> • Words of the week/ CEWs on display • CEW mats sent home to parents • Write spellings 3 times if spelt wrongly (linked to Marking & Feedback policy) • Spelling homework • Spelling test weekly and results shared with parents • Intervention for children struggling with spelling • Time allocated for teaching spelling daily in phonics sessions • Use print without lead in and outs in year R • PD session for staff on writing 	<ul style="list-style-type: none"> • Words spelt correctly • Children understand spelling rules and can implement effectively • All staff have a good understanding of teaching spelling (especially for children with dyslexia) 	CTs HCC English advisor training	7/23	£20 £300
	Revisit expectations for the end of each year highlighting the importance of sustained writing in each year group	<ul style="list-style-type: none"> • Expectations re-evaluated • DHT trained as a moderator • HCC expectations shared with HT/DHT/ Yr leader 	<ul style="list-style-type: none"> • Year leaders liaise with DHT to ensure writing key 	Year Leaders and English Leader	Year 1	£300

	<p>Ensure all staff have a good understanding of dyslexia and implications for pupils staff work with</p>	<ul style="list-style-type: none"> • Training sessions with HCC • Audit staff's knowledge prior to training and after to see impact • Visit other cluster schools in project • Ensure 1 person trained in level 2 BDA training to support other members of staff 	<ul style="list-style-type: none"> • Staff trained to have a good understanding of dyslexia and cascaded to others 	<p>CTs English Lead</p>	<p>Nov 22 Jan 23 Feb 23 March 23 April 23</p>	<p>£300</p>
--	---	--	---	-----------------------------	---	-------------

The % of GDS writers improves

Situation: Children progress well at school. We need to ensure this continues to remain in line with Hart/ HCC and above National Averages.

Question: How do we ensure that children achieve their potential at Tweseldown?

<p>Strategy Priority</p> <p>2</p>	<p>Ensure we have dedicated time for GDS interventions</p>	<ul style="list-style-type: none"> GDS results are above National and LA at EXS+ and GDS+ 	<ul style="list-style-type: none"> Dedicated time set aside for GDS intervention DHT facilitator of cusing GDS in year 2 	<p>DHT</p>	<p>Spring 2023</p>	
	<p>Make sure short term planning engages through resources or topics to increase writing opportunities</p>	<ul style="list-style-type: none"> Planning shows exciting stimuli Staff training in writing by HCC 	<ul style="list-style-type: none"> Year leaders ensure activities irresistible leader monitors subject leader observes and pupil conferencing 	<p>Year Leaders</p>	<p>Summer 2023</p>	
	<p>Ensure subject leaders attends cluster groups, conferences, network meetings and other schools to gain ideas on how to enthuse and develop children'</p>	<ul style="list-style-type: none"> Children excited about activities 	<ul style="list-style-type: none"> Attend meetings, conferences Disseminate info to staff 	<p>Subject Leaders</p>	<p>Year 3</p>	<p>£1000</p>
	<p>Ensure year 2 staff attend HCC/ SHARP/CCJS moderation and are clear on expectations for ARE and GDS writers</p>	<ul style="list-style-type: none"> All year 2 staff have a common understanding in line with HCC moderation 	<ul style="list-style-type: none"> % of GDS writers in line with other Hart schools/ above National and LA 	<p>Year 2 staff</p>	<p>Spring 2023</p>	<p>£400</p>
	<p>To ensure DHT has a good understanding of GDS writing and implications for pupils staff work with</p>	<ul style="list-style-type: none"> DHT attend moderation training DHT clear on GDS writers and information cascaded to staff Book scrutinies ensures staff have levels of challenge for pupils 	<ul style="list-style-type: none"> % of GDS writers in line with other Hart schools/ above National and LA 	<p>DHT</p>	<p>Year 1</p>	<p>£150</p>
	<p>Revisit expectations for the end of each year highlighting the importance of sustained writing in each year group</p>	<ul style="list-style-type: none"> Expectations re-evaluated Expectations shared with parents termly 	<ul style="list-style-type: none"> Year leaders liaise with DHT to ensure writing key 	<p>Year Leaders and English Leader</p>	<p>Termly</p>	

	Pupil Progress meetings ensures every child receives support and challenge in order to reach their potential	<ul style="list-style-type: none"> • Termly pupil progress meetings • SENDCo attendance • Minutes shared to enable actions to be carried out • Actions to be reviewed each term • Year Leaders action planning 	<ul style="list-style-type: none"> • Support impacts children's progress • Children reach their full potential 	SENDCo HT/DHT Year Leaders	Year 1	£1000
	Ongoing assessment ensures gaps in learning are identified swiftly and addressed to ensure the gap is reduced	<ul style="list-style-type: none"> • Ongoing CT assessment in all areas of the curriculum • Class teachers are confident in how to address children's gaps in learning • Appropriate intervention is put in place to reduce the gap • Summative assessments to be accurate • Data formats to be completed accurately 	<ul style="list-style-type: none"> • Children reach their full potential • Gap narrowed pp and non 	CTs Year Leaders SENDCo	Year 1	
	Teachers have a good knowledge of the curriculum for the year group they are in, thus enabling the children to make good progress.	<ul style="list-style-type: none"> • Training • Senior leaders given time at the beginning of the year to become familiar with year group expectations • Cluster groups with local schools • Meetings with DHT half termly regarding expectations and ways forward • Year leaders confident and competent to disseminate to new teachers to their year group 	<ul style="list-style-type: none"> • Year leaders and class teachers are confident in the year group they are in 	Year Leaders DHT Class teachers	Year 1	

Situation: We have a high number of pupils with SEND including 14 EHCPs (September 22) and some of these pupils have severe, complex needs which has a significant impact on their cognitive development.

Question: How do we ensure that we swiftly identify, assess and meet all the needs of pupils with SEND ensuring progress from starting points?

Strategic Priority 3	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	<p><u>Pupils</u> Ensure we are ambitious for each and every child.</p>	<ul style="list-style-type: none"> • Planning- Exploring Play document used and EYFS 7 strands • Book ending • TEACCH tasks for independence and success • No cap on pupils learning • Knowing our SEND children well • Liaison with parents 	<ul style="list-style-type: none"> • Staff effective in promoting pupils' progress • Pupils show individual progress from starting points • Pupils prepared for next step in their educational journey • Coherently sequenced curriculum for pupils • Outcomes improving for SEND pupils 	SENDCos CTs	Year2	
	Effectively assess pupils individual strengths and needs to identify starting points and coherently sequence the curriculum for individuals	<ul style="list-style-type: none"> • PD of staff • Support staff monthly mtgs with SENDCo for training in interventions • Liaison of support staff with CTs weekly 	<ul style="list-style-type: none"> • Pupils assessed accurately • Needs identified swiftly and support in place • Outcomes improved 	SENDCos	Year 3	£1000
	Ensure SENDCos work seamlessly well together to support pupils, staff, parents and other professions or specialist services to best support pupils with SEND	<ul style="list-style-type: none"> • PBS involvement • Wolverdene outreach • Henry Tyndale outreach • Fortnightly meetings with HT • Termly meetings with parents • Supporting staff 	<ul style="list-style-type: none"> • Pupils understand clear routines and expectations and adhere to it • Complex needs met • Actions from mtg with HT completed 	SENDCos	Year 3	

		<ul style="list-style-type: none"> SEND coffee mornings NPQ 	<ul style="list-style-type: none"> Parents mtgs termly to know how to support SEND children at home Survey- staff feel supported Both SENCOs achieve NPQ 			
	Ensuring our new learning support classroom is safe and effective in promoting pupils' progress (matched to targets on ILPs/ EHCPs)	<ul style="list-style-type: none"> RA in place Ratio of adults to children daily All adults familiar with EHCPs All adults know starting points and next steps for pupils Investigating ways to assess e.g Branch maps, Venturing into play, Social Questions Support from outreach e.g Wolverdene, PBS, Henry Tyndale 	<ul style="list-style-type: none"> All pupils safe Incidents of poor behaviour managed effectively with pupils ensuring less incidents Pupil progress measured from starting points 	SENDCo	Year 3	£2000
	Ensure pupils within our learning support classroom (LSC) integrate within mainstream to make sure they are included within all aspects of school life.	<ul style="list-style-type: none"> Pupils linked to a class Pupils attend lessons that are accessible Pupils attend trips and other areas to increase Cultural Capital Playtimes and lunchtimes supported with mainstream 	<ul style="list-style-type: none"> Pupils integrate more into mainstream as the year/s progress Pupils supported/ encouraged to play with/ alongside peers at playtime and lunchtime 	SENDCo	Year 1	
	Ensure communication and interaction system is in place	<ul style="list-style-type: none"> All adults within the LSC use Makaton and encourage children to make needs understood with this or PECs All adults within the LSC trained in Makaton All staff in school use Makaton Universal visual timetable in place in every classroom 	<ul style="list-style-type: none"> Pupils able to make their needs understood Adults communicate effectively with pupils 	SENDCo	Year 1	£600

	<p>Use Provision Mapping software effectively ensuring all staff have a good understanding of it</p>	<ul style="list-style-type: none"> • Training staff • Staff given time to practice with software • New staff trained and supported with software 	<ul style="list-style-type: none"> • All SEND documentation stored centrally on this software • All staff familiar with and able to use software • Interventions costed to ensure Best Value and cost per pupil of intervention 	<p>SENDCos</p>	<p>Year 3</p>	
	<p>Ensure our curriculum promotes inclusion</p>	<ul style="list-style-type: none"> • Curriculum to be ambitious to give pupils the knowledge, skills and understanding for the next steps in learning • Curriculum is planned and sequenced building towards an end point shared with all staff • Broad curriculum for pupils with SEND, interventions not at the times of lessons they may succeed in 	<ul style="list-style-type: none"> • Pupils acquire the knowledge and skills and cultural capital to succeed • Pupils make progress: know, remember and do more • Pupils reading is a main foci 	<p>DHT Year Leaders</p>	<p>Year 2</p>	

Situation: There is a fairly inexperienced Year R team this academic year

Question: How do we effectively identify and address any delays and gaps with an inexperienced team ensuring results back in line with pre-pandemic levels?

Strategic Priority 4	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
	Plan, design and implement the EYFS curriculum ensuring it is sufficiently challenging	<ul style="list-style-type: none"> • Class teachers to view HCC training videos • Year leader to have bespoke training and to disseminate to other team members • Planning reviewed to ensure it supports the new framework • Year team to evaluate the new curriculum’s effectiveness half termly • Planning format to be reviewed • Liaise with EYFS cluster groups from local schools particularly with those which were pilot schools • Attend bespoke training • EYFS leader attend HCC HT briefings 	<ul style="list-style-type: none"> • Year R staff are confident with the new curriculum • The curriculum meets the needs of Year R children • The curriculum is effective in delivering the seven areas of learning • Planning less onerous • Results are in line with previous years • All staff have an overview of the changes that have been made 	EYFS leader EYFS class teachers	Year 1 and Year 2	
	Ensure all staff working in Reception have a strong knowledge on how young children learn and what effective difference looks like	<ul style="list-style-type: none"> • Attend training sessions by HCC including phonological awareness, principles of EYFS, early reading, phonics • Best classroom practice observed both at Tweseldown and at other settings • Assessment and interventions in place asap (with a focus on high quality teaching) • Teach phonics from September week 2 and stream after first assessment 	<ul style="list-style-type: none"> • Content taught in logical progression • Progress can be seen relative to individual starting points • Levels of challenge for individual pupils evident • PSE development strong 	Year R leader	Year 1	£400

		<ul style="list-style-type: none"> Supporting Communication & Language HCC course for disadvantaged pupils 	<ul style="list-style-type: none"> Pupils safe, secure, stimulated and happy Close gap between disadvantaged and non 			
		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 			
	New Year R Team are confident implementing the statutory requirements of a Year R teacher	<ul style="list-style-type: none"> New to Year R training PPA time together to support each other Visits to other settings Moderation together as a school Moderation with the local authority and as a local cluster 	<ul style="list-style-type: none"> Staff successfully inducted Staff work well as a team 	EYFS leader	Year 1 and Year 2	£300
	Ensure learning outside develops as children progress	<ul style="list-style-type: none"> Ensure the Learning Intentions develop, consolidate and deepen knowledge as children progress through the year Develop a shared vision for outside play to ensure all adults on board 	<ul style="list-style-type: none"> Year R practice outside has more challenge as the year progresses (in all 7 areas of learning) Well chosen resources are in place to deepen pupils thinking and sufficiently challenging 	EYFS leader	Year 1	
	Develop pupils love of reading and develop communication and language	<ul style="list-style-type: none"> Staff read aloud to pupils daily Staff sing Nursery Rhymes and tell stories daily Use books that enhance learning intentions Children to choose books to be read Props to enhance stories eg puppets and in Explore & learn 	<ul style="list-style-type: none"> Pupils imagination and vocabulary improves Pupils choose reading corners inside and out during Explore & learn times 	Year R Leader	Year 1	

		<p>time pupils can revisit independently</p> <ul style="list-style-type: none">• Introduce a word a week linked to topic• Inviting book corners with forward facing books the ones staff read the week before				
--	--	--	--	--	--	--

Situation: New staff joined Tweseldown this academic year. We need to ensure high quality education is given to each and every pupil, staff have the knowledge and create an inclusive culture with a clear vision and strategy for the way forward.

Question: How do we ensure that all staff know and understand Tweseldown’s vision, values and we grow staff for succession planning?

Strategic Priority	Do x in order to deliver Y	(How do we achieve it? Tangible actions)	Success Criteria (how we know when its delivered)	Who leads who supports	By When Yr 1,2,3	
5	<ul style="list-style-type: none"> Develop staff’s subject knowledge and pedagogical content to enhance the teaching of the curriculum and appropriate use of assessment 	<ul style="list-style-type: none"> Focused and effective PD sessions linked to curriculum, subject knowledge, SDP and PM ECTs subject knowledge builds over time Ensuring all new staff are familiar with remote education 	<ul style="list-style-type: none"> Teaching of the curriculum improves 	HT/DHT	Yr3	£2000
	<ul style="list-style-type: none"> Highly effective 1:1 engagement with staff takes place to ensure that issues are identified and dealt with swiftly 	<ul style="list-style-type: none"> 1 to 1 with all staff termly Staff surveys bi-annually Inclusive culture promoted WB addressed weekly Continue with TA/ LS/ office/ ECT mtgs 	<ul style="list-style-type: none"> Staff engagement positive and an inclusive culture 	HT/ DHT	Yr1	
	<ul style="list-style-type: none"> Wellbeing of staff is strong to enable good mental health and in turn to champion children’s mental health 	<ul style="list-style-type: none"> To update the positive reasons to work at Tweseldown yearly with regard to mental health To continue 1:1 sessions termly with every member of staff To signpost adults to areas of support if required eg Employee Support Line Staff to have a ‘buddy’ system in place (Tripods) To ensure all staff are aware they can speak to a member of SLT – a genuine open door policy Staff wellbeing survey given biannually and results acted upon 	<ul style="list-style-type: none"> Staff supported Reflected and acted upon outcomes from the staff wellbeing survey Mental health and wellbeing taken seriously Concerns about mental health are addressed quickly 	HT and DHT Senior leaders	Yr 3	

		<ul style="list-style-type: none"> • Well Being week • Well being team in place 				
	<ul style="list-style-type: none"> • To develop school leaders to ensure succession planning 	<ul style="list-style-type: none"> • Develop school leaders through NPQs • Recognise potential in staff and grow it • Continue to develop an effective model of middle leadership • PD of staff and then evaluate training and review impact on school 	<ul style="list-style-type: none"> • Pupils make progress • Staff highly skilled • Succession planning in place 	HT/ SLT	Year 3	£2000