

HPP Vision	HPP Mission Statement
<p>“A partnership where all children have the opportunity to reach excellence”</p> 	<p>To enhance the prospects of all children by providing an inspiring curriculum and engaging teaching across our partnership from Nursery to Year 6. Our children are challenged and supported to be the best they can be.</p>
<p>Hampton Infant School Priorities</p>	

No.	Priority	Context-Why is this a priority for the school?	Ofsted Area and Rag rating
1	<p>In EYFS, continuous provision delivers opportunities to promote whole school principles, growth mindset, self regulation and characteristics of effective learning ensuring all pupils are ready for the Key Stage 1 curriculum.</p>	<p>Year on year, our baseline highlights lower levels of language development for children joining Nursery and Reception. NELI assessments 2021-22 showed 24 children requiring intervention to close the word gap. From September 2022, the new team and new Nursery build presents an opportunity to enhance and further develop the learning environment to support high quality adult interactions and strong characteristics for learning. Investment in</p>	<p>QE</p>

		quality resources is a priority to support carefully planned continuous provision.	
2	To maximise planned opportunities for language development across the curriculum.	In all classes there is a group of children that need encouragement to use language to communicate effectively and use independently in a range of contexts. Language development is key to ensuring all pupils can access the curriculum and make progress. Key vocabulary has been a focus in all curriculum subjects with opportunities to recall and rehearse subject specific vocabulary. Staff have an awareness of vocabulary development and vocabulary gap for many children in our school. Strategies such as EOV (linked to literacy texts) and recap slides (subject specific vocabulary) allow daily review of focus vocabulary.	QE PD
3	Empowering subject leaders to drive their subject to ensure all children can access the curriculum and make progress from their individual starting points.	The curriculum has been developed and all subject leaders have written subject stories including intent, implementation and impact. Key Stage 1 curriculum lead has supported subject leaders to monitor and begin to drive their subject. The academic year 2021-22 was the first full year of education for all children in the school. Therefore, subject leaders are at the beginning stages and need time to embed the planning and progression documents, assessments, monitoring, CPD and staff training, awareness of pupil context (including PPG and SEND)/families/prior experiences within the school.	QE LM
4	To use the ready to progress criteria to address gaps in learning. This will be embedded in weekly planning and interventions to ensure all children have a secure mathematical foundation in place.	Our school is 3 years into the Maths Hub journey and the mastery approach is embedded. Maths is taught consistently. We want to continue to focus on choral speaking, use of stem sentences, use of ambitious vocabulary and develop factual fluency leading to problem solving elements.	QE

5	To increase progress and attainment in writing from individual starting points through sequencing, concepts and modelling.	Writing attainment for 2021-22 is lower due to lower levels for writing, as a result of interrupted education. Specifically, physicality of writing in EYFS, language acquisition, stamina for writing, speaking skills, attitude to writing. Soundwrite and Letterjoin are fully embedded and we will continue to monitor the impact on writing.	QE BA
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No	Priority	Success Criteria The success criteria will be evaluated prior to the FGB in the given term and any which will not be met will be highlighted and explanation given in the ELT report to governors.		
		Autumn 22	Spring 23	Summer 23
1	In EYFS, continuous provision delivers opportunities to promote whole school principles,	<ul style="list-style-type: none"> Staff in EYFS to work together to compile a basic plan of continuous provision for Autumn 1 	<ul style="list-style-type: none"> Staff training on quality interactions and questioning 	<ul style="list-style-type: none"> Monitoring of continuous provision - referring back to the agreed list of resources.

	<p>growth mindset, self regulation and characteristics of effective learning ensuring all pupils are ready for the Key Stage 1 curriculum.</p>	<p>detailing resources for each area in the classroom.</p> <ul style="list-style-type: none"> • Training on quality interactions and questioning for the EYFS team. • Wishlist created for resourcing the new nursery building. • Training in September for all EYFS staff on effective continuous provision • Staff to complete an audit of resources in their classroom • Carefully planned transition to ensure planned play opportunities for staff to build relationships with the new cohort. • Baseline of all children carried out in the first 6 weeks of the academic year to identify needs of the new cohort and plan the continuous provision. • Non-negotiables list of resources for each area of 	<ul style="list-style-type: none"> • Monitoring of continuous provision - referring back to the agreed list of resources. • Learning walk focusing on the classroom environment. • Moderation with other settings • Amazon wishlist updated and shared with families • Monitoring of planning to review the opportunities identified on the planning for talk opportunities and choral speaking. • Monitoring the use of EOV words and the display/book. • Staff meeting for EYFS with a focus on 'Learning through play' and the role of the adult. • Parent curriculum session focusing on: 	<ul style="list-style-type: none"> • Learning walk focusing on classroom environment • Planning shows progression in continuous provision and how this has been adapted to show progression. • EYFS team to meet with Year 1 team to handover ready for the new academic year. • Training for KS1 team on end of EYFS expectations. • Pupil progress meeting
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		<p>continuous provision in the classroom created and disseminated to staff in EYFS.</p> <ul style="list-style-type: none"> • Carefully planned opportunities identified on the planning for talk opportunities and choral speaking. • EOV display and book as well as a key place in the classroom • Review of the focus texts • Training for new staff on ZOR and Emotion coaching • Calm area in the classroom for children to access when dysregulated. • Carefully planned transition to Nursery and Reception to ensure all children start school happy, calm and stress free. • Curriculum parent session in Autumn term focusing on the EYFS curriculum. • Pupil progress meeting • Tapestry parent session. 	<p>early reading, developmental writing and the physicality of writing.</p> <ul style="list-style-type: none"> • Pupil progress meeting • Staff to visit other settings that have outstanding continuous provision 	
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2	<p>To maximise planned opportunities for language development across the curriculum.</p>	<ul style="list-style-type: none"> • Subject leaders to ensure their progression of skills/medium term plan includes key vocabulary • NELI assessment to take place to identify children with language needs in Reception. • Subject leaders to monitor use of recap slides with key questions and vocabulary. • JC to highlight the importance of vocabulary development during Autumn INSET. • EOV refresher to ensure consistency in use of EOV words and book in classrooms for children to access throughout the year. • Choral speaking refresher to ensure choral speaking is embedded into planning for the wider curriculum. • Learning walk with a focus on EOV and choral speaking. 	<ul style="list-style-type: none"> • Subject leaders to create knowledge organisers for Spring term units? • Monitoring of subjects to have a focus on vocabulary - learning walks, pupil voice, book scrutinies • NELI interventions Part 1 to begin in Reception. • English subject leader to monitor use of EOV and the impact of this in pupil voice and children's writing. • Monitoring of planning to focus on planned opportunities for talk/choral speaking. 	<ul style="list-style-type: none"> • Subject leaders to create knowledge organisers for Summer term units? • Monitoring of subject to have a focus on vocabulary - learning walks, pupil voice, book scrutinies • NELI interventions Part 2. • End of year NELI assessment.
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<p>3</p>	<p>Empowering subject leaders to drive their subject to ensure all children can access the curriculum and make progress from their individual starting points.</p>	<ul style="list-style-type: none"> • Curriculum release time for subject leaders termly • Fortnightly subject monitoring - subject leaders take ownership of this • Subject leaders to update subject story • Monitor assessment judgements termly • Monitoring of subject through book looks/learning walks, looking at planning • Keep up to date with CPD and signpost staff to CPD • Cascade CPD to staff either through staff meeting or via email • Develop knowledge organisers half termly with support from HoS - HoS to deliver training on this in September • Audit and order resources for subject to ensure high quality curriculum delivery 	<ul style="list-style-type: none"> • Gather pupil voice for subject • Monitoring of subject through book looks/learning walks, looking at planning • Review impact of knowledge organizers in supporting learning for all • Deep Dive in a subject area - TBC • Monitor assessment judgements termly • Subject leaders to present during staff meeting time - updating what has happened with subject so far and next steps 	<ul style="list-style-type: none"> • Monitor assessment judgements termly • Review impact of knowledge organizers in supporting learning for all • Subject leaders to present during staff meeting time - updating what has happened with subject so far and next steps
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		<ul style="list-style-type: none"> • *Deep Dive in a subject area - TBC • *Subject leaders - plan and submit their budget • *Subject leaders to ensure they have read the OFSTED subject reports 		
4	<p>To use the ready to progress criteria to address gaps in learning. This will be embedded in weekly planning and interventions to ensure all children have a secure mathematical foundation in place.</p>	<ul style="list-style-type: none"> • Develop an information leaflet for parents about maths teaching and learning linked to mastery approach • Survey parents on supporting maths learning at home and use of numberbots • Create sound bites for supporting children with mathematical concepts at home following a survey. Use the home support site to share this with parents. • *CPD sessions for staff on the structure of a maths lesson including factual fluency 	<ul style="list-style-type: none"> • Learning walk in Maths with a focus on lesson structure • PPM to identify gaps in learning and plan for use of Ready to progress document • CPD for staff - focus TBC • SLT maths book look 	<ul style="list-style-type: none"> • PPM to identify gaps in learning and plan for use of Ready to progress document

		<ul style="list-style-type: none">• *PPM to identify gaps in learning and plan for use of Ready to progress document• *Learning walk in maths with a focus on lesson structure• *Staff survey regarding confidence in teaching maths and use of manipulatives also training needs.• *Peer observations in maths - Autumn 2• * SLT maths book look		
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5	<p>To increase progress and attainment in writing from individual starting points through sequencing, concepts and modelling.</p>	<ul style="list-style-type: none"> • Whole school CPD on the Rosenshine Principles. • EYFS to complete Ready to Write assessment. • KS1 to complete Ready to Write assessment for children identified as having weaker pencil control. • Fine/gross motor/handwriting refresher for staff. • KS1 Writing overviews to be reviewed to ensure curriculum coverage. • CPD for staff focused on shared/modelling writing. • Year group writing moderation opportunity - focus on children working below and borderline children. • Pupil Progress Meetings to highlight children with a lower individual starting point. 	<ul style="list-style-type: none"> • Reception to begin handwriting sessions. • Staff survey on confidence teaching shared/modelling writing. • Peer observation to start with a focus on shared/modelled writing and scaffolding. • Year group writing moderation opportunity - focus on children working below and borderline children. • Moderation of writing Spring 1 and spring 2 in year groups 	<ul style="list-style-type: none"> • Peer observations linked to shared/modelled writing and use of scaffolds to continue and have reflection opportunities to support with CPD. • Writing moderation with Year 2/3 • Cluster schools writing moderation with all year groups. • Moderation of writing summer 1 in year groups • Moderation of writing across year groups in summer 2
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