

## HISN School Development Plan 21-22

HPP Vision	HPP Mission Statement
<p><b>“A partnership where all children have the opportunity to reach excellence”</b></p> 	<p><b>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.</b></p>
<p><b>Hampton Infant School Priorities</b></p>	

No.	Priority	Context-Why is this a priority for the school?	Ofsted Area and Rag rating
1	Plan, implement and evaluate the new EYFS curriculum.	EYFS statutory reform requires us to plan, implement and evaluate the new EYFS curriculum from September 2021.	Quality of Education
2	To develop and monitor the quality of early reading including phonics.	Research has shown the power of reading and children’s exposure to high quality texts impacts positively on their language acquisition. Soundwrite was introduced during the pandemic, so we haven’t had consistent implementation and evaluation across a full academic year.	Quality of Education

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3	<p>Staff to increase and consistently implement strategies demonstrating their understanding of the different types of emotional and mental health needs in order to effectively support pupils.</p>	<p>At the start of the pandemic in March 2020, a Young Minds survey revealed that lockdown had had a profound impact on children with mental health conditions, with feelings of increasing anxiety reported by 83% of over 2000 children interviewed. Other symptoms noted were sleep problems/ feeling worried. This is a picture we have observed in school with increased emotional dysregulation requiring a high level of support from staff.</p> <p>Having achieved the Attachment Aware Schools Award during the 2020-2021 academic year, with a focus on a consistent approach to co-regulation founded on an understanding of childhood attachment and trauma, ensuring longevity of understanding and approaches must be a priority.</p>	Behaviour and Attitudes
4	<p>To further develop the sequencing of skills and progression to support greater challenge, engagement and continuity of curriculum learning across all year groups.</p>	<p>Due to the recent improvements made to our curriculum, thorough monitoring is needed to track the delivery of lessons to ensure they are following the medium term plans and progression of skills. Due to the pandemic, this process was paused. Metacognition and the development of long term memory needs continue to be prioritised in order to ensure that learning is embedded.</p>	Quality of Education
5	<p>To increase writing attainment.</p>	<p>HISN - Writing attainment for 20/21 is lower than previous cohorts for children reaching the expected standard in KS1 and also GLD in EYFS. Pandemic restrictions have led to underdeveloped motor skills, impacting on stamina and writing legibility.</p>	Quality of Education

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		<p>HISN - Post school closure, the gap for children who struggle with the writing process has widened, with a reduction in independence for writing, resilience and confidence to write. Therefore, scaffolding children's writing process is critical in order to close the gap.</p>	
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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 21	Spring 22	Summer 22
1	Plan, implement and evaluate the new EYFS curriculum.	<ul style="list-style-type: none"> <li>-Training for all EYFS staff on new EYFS reforms and statutory baseline.</li> <li>-Statutory baseline and separate EYFS baseline on all areas of curriculum completed for all children in EYFS.</li> <li>-Staff to complete an audit of the EYFS classroom environment and outdoor environment.</li> <li>-Cohort analysis document completed.</li> <li>-Curriculum meeting for</li> </ul>	<ul style="list-style-type: none"> <li>-Staff training on moderation linked to the new curriculum</li> <li>-Learning walk of the environment</li> <li>-Visit other EYFS settings to support changes to the EYFS curriculum.</li> <li>-Moderation with other EYFS settings - focus on writing and Physical Development</li> </ul>	<ul style="list-style-type: none"> <li>-Accurate assessment judgements in line with statutory guidance</li> <li>-Moderation with other EYFS settings - focus on Maths.</li> </ul>



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		<p>parents</p> <ul style="list-style-type: none"> <li>-Visit other EYFS settings to support changes to the EYFS curriculum.</li> </ul>		
2	To develop and monitor the quality of early reading including phonics.	<ul style="list-style-type: none"> <li>-SoundsWrite refresher for staff in Sept INSET</li> <li>-Year group advocate to establish a set of high-quality books to be rotated amongst year group</li> <li>- Year group advocate to plan and ensure phonics is consistently taught to a high standard</li> <li>-Reading baseline completed for all pupils to ensure that books match phonics knowledge - Salford baseline for Year 2, Soundwrite baseline for Low ability Year2 and Year 1.</li> <li>-Precision teaching is linked to phonics</li> </ul>	<ul style="list-style-type: none"> <li>-70% on track to pass Phonics Screening in Year 1 (e.g. 25 or more)</li> <li>-Post-assessment targeted support</li> <li>-Precision teaching is linked to phonics</li> </ul>	<ul style="list-style-type: none"> <li>-85% on track to pass Phonics Screening in Year 1</li> <li>-In line or above with national data for Year 1 phonics screening.</li> <li>-In line or above with national data for End of KS1 reading data.</li> <li>-Precision teaching is linked to phonics</li> </ul>
3	Staff to increase and consistently implement strategies demonstrating their understanding of the different	<ul style="list-style-type: none"> <li>-Emotion Coaching refresher for staff in Sept INSET</li> <li>-Changes to behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>-EP to lead staff meeting with a focus on trauma, attachment and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>-EP to lead staff meeting with a focus on trauma, attachment and strategies.</li> </ul>

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	types of emotional and mental health needs in order to effectively support pupils.	<p>(re Emotion Coaching) established during Sept INSET</p> <ul style="list-style-type: none"> <li>-Emotion Coaching advocate allocated for each year group</li> <li>-EP to lead staff meeting with a focus on trauma, attachment, staff approaches and environmental adaptations.</li> <li>-Pupil progress meetings to include Leuven scales of wellbeing and identify vulnerable children.</li> <li>-EP to run session for parents on emotion coaching and develop a resource pack for parents.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil progress meetings to include Leuven scales of wellbeing and identify vulnerable children.</li> <li>-Environmental changes to support pupil's emotional regulation observed through lesson observations and learning walks.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil progress meetings to include Leuven scales of wellbeing and identify vulnerable children.</li> <li>-Environmental changes to support pupil's emotional regulation observed through lesson observations and learning walks.</li> <li>-Staff handover is mindful of pupils' emotional and mental health needs with clear strategies for support identified.</li> </ul>
4	To further develop the sequencing of skills and progression to support greater challenge, engagement and continuity of curriculum learning across all year groups.	<ul style="list-style-type: none"> <li>- Training on the planning process / routine including timings and best practice</li> <li>- Individual lessons are planned using the medium term plans</li> <li>- KS1 coordinator to monitor the delivery of lessons in the foundation subjects (specific?)</li> <li>-JC/ SIP to do deep dive into a chosen foundation subject alongside subject leader.</li> </ul>	<ul style="list-style-type: none"> <li>-SIP Deep dive into a chosen foundation subject alongside subject leader.</li> <li>-Staff meeting time dedication to foundation subjects.</li> <li>- Subject leader to present to governors SIC meeting (Intent, Implementation, Impact)</li> </ul>	<ul style="list-style-type: none"> <li>-Deep dive into a chosen foundation subject alongside subject leader.</li> <li>-Staff meeting time dedication to foundation subjects.</li> </ul>

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		<ul style="list-style-type: none"> <li>-Develop a robust assessment system for foundation subjects.</li> <li>- Subject leader to present to governors SIC meeting (Intent, Implementation, Impact)</li> <li>-Staff meeting time dedicated to foundation subjects.</li> <li>-Training for staff on metacognition and the development of children's long term memory and introduction of low-stakes quizzes and homework quizzes.</li> </ul>		
5	To increase writing attainment.	<ul style="list-style-type: none"> <li>-Fine/gross motor development and handwriting training for staff.</li> <li>- 'Ready to write' assessment complete with all pupils.</li> <li>-Fine motor and handwriting lessons planned daily, taking into consideration the specific needs in each class.</li> <li>-Staff CPD from English consultant</li> <li>-Evidence of learning outcomes being tailored to meeting the needs of the children through</li> </ul>	<ul style="list-style-type: none"> <li>-60% KS1 on track in writing to achieve expected standard at the end of the year.</li> <li>-60% EYFS to be on track to meet GLD at the end of the year.</li> <li>-Writing moderation for all year groups to take place.</li> <li>-Evaluative staff meeting around scaffolding and implementation of writing processes.</li> </ul>	<ul style="list-style-type: none"> <li>-In line or above with national data for End of KS1</li> <li>-External writing moderation and cross year group moderations.</li> </ul>



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		<p><b>lesson observations and book monitoring.</b></p> <p><b>-Writing moderation for all year groups to take place.</b></p>		
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