



School Improvement Plan 2022-23

School Context

- Whitley Abbey Primary School was graded Good by OFSTED in July 2017
- Attendance is at 93.1 (91.4 National) and is slowly improving however we are still seeing several absences linked to COVID 19.
- The school has capacity for 420 pupils from R to Year 6, currently there are 364 pupils on roll. We have a 24-place nursery offering morning and afternoon places. On average there are 47 children in each year group.
- As a result of the 2020 pandemic the school saw a decline in pupil numbers due to multiple factors. During the last 12 months, the school has admitted over 60 children. A high proportion of these children are vulnerable children (pupil premium, SEND, safeguarding, low attaining).
- The school serves a diverse community representing 12 ethnic groups and 29 languages, with the proportion of pupils, 28%, speaking English as an Additional Language which is in the top 20% of schools nationally.
- The number of pupils who are disadvantaged (28%) is above national (2020 – 23%) with 20% of pupils are in receipt of free school meals.
- The school has significant mobility in the pupil population with 29% of current pupils in school not having started their journey at Whitley Abbey Primary School
- Since the last inspection the school has increased proportion of pupils with Special, Educational Needs (School = 17%, National 2022 12.2%).
- The school started a review of its curriculum during the summer term of 2021. As a result, the school has developed, evaluated and reviewed the curriculum intent which identifies four drivers.
 1. Possibilities and Citizenship
 2. Reading and Vocabulary
 3. Health and Wellbeing
 4. Celebrating Diversity
- The curriculum is progressively planned to deliver a logical sequence of concepts, content and skills across multiple teaching stages; allowing pupils to consolidate learning through regularly revisiting skills (deliberate practise) at increasing levels of difficulty. These skills are framed within the development of new knowledge. New ideas are clearly related to previous learning, with the aim of progressively increasing competency. The consolidation of knowledge and skills allowing children to master key learning that can then be independently applied.
- Learning in the foundation subjects is sequenced through curriculum maps and retrieval practices are used to support deeper learning. Progress is measured through the assessment questions.
- Core principles and a clear progression in reading, writing and mathematics have been developed and are evaluated by leaders across the school.
- RWInc was implemented in September 2019.
- Attainment in Year 2 was in line with the national average in 2022 for all areas and over 90% passed the phonics screening in Y2 due to focused phonics teaching.
- Attainment in Year 6 was above the national average in all areas except writing in 2022 due to focused interventions. Progress measures were in the average group for all areas.
- Four teachers and five LSAs left the school last year and two returned from maternity leave.
- A new EYFS lead has been appointed for this year (the school has been without a EYFS lead since Christmas 2021)
- Three members of the SLT were appointed in September 2021.

Targets

Achievement Gap Issues

Whole School Data Summer 2022

1. Close the attainment gap at GLD with national for Reception children through effective; assessment for learning, teaching and leadership across EYFS.

Percentages reaching a Good Level of Development in Reception				
	GLD		AVERAGE PTS	
	SCHOOL %	NATIONAL %	SCHOOL	NATIONAL
2018	64	72	32.5	35
2019	65	72	31.6	35
2022	50	65	28	31
AVERAGE	60	70	30.7	33.7

2. Close the attainment gap in the phonics screening test in Y1 by ensuring the rigorous and effective implementation of RWInc principles

Summary of Data for Phonics Screening Year 1			
	2018	2019	2022(35)
%	75	67 (82)	66
APS	35.2	30.8 (34)	29.4
Present Year Group	Y5	Y4	Y2

3. Ensure all children make better than expected progress in writing in KS2 so the gap between the school and national at EXS and GDS is closed, through effective moderation, developing teacher subject knowledge, high quality teaching and effective assessment for learning procedures

Summary of End KS2 Data 2022						
	EXP		WAGD		Average	
	Sch %	National %	Sch %	National %	Sch %	National %
RWM	57.1	58.7	1.8	7.2		
Reading	83.9	74.5	32.1	27.8	106	104.8
Writing	66.1	69.5	1.7	12.9		
Maths	73.2	71.4	33.9	22.4	104.8	103.8
GPAS	85.7	72.5	55.4	28.3	109.2	105.1

Progress KS1-2 Three Year Trend			
	2018	2019	2022(58)
Reading	-2.65	+0.92	+1.8
Writing	-2.29	-1.64	-1.9
Maths	-2.57	-0.99	+0.6

0 is the expected progress measure nationally

4. Close the gap in progress between boys and girls in reading and writing and the gap between disadvantaged and non-disadvantaged children especially in writing at the end of KS2

Boys and Girls KS2 Progress Comparison					
		Girls 28		Boys 28	
	ALL	WA	LA	WA	LA
Reading	+1.8	+4.26	+1.27	-0.6	-0.65
Writing	-1.9	+0.35	+0.71	-3.9	-0.9
Mathematics	+0.6	+0.17	+0.45	+1.05	+1.07

PP and NPP KS2 Children Progress Comparison					
		PP Children 14		NPP Children 42	
	ALL	WA	LA	WA	LA
Reading	+1.8	-0.89	-0.52	+2.9	+0.7
Writing	-1.9	-3.42	-0.81	-1.18	+0.2
Mathematics	+0.6	-1.78	-0.88	+1.63	+0.9

1 Quality of Teaching

1.1 Ensure the quality of teaching is consistently good through collaborative planning and the consistent application of the Teaching and Learning Policy

1.2 Ensure assessment for learning is used systematically to monitor understanding, identify misconceptions and provide clear and direct feedback, in order to ensure we, respond and adapt teaching to meet the children's needs

1.3 To ensure teaching meets the needs of all children, particularly those with SEN through the effective deployment of LSAs, rigorous implementation of My Learning Plans and SMART targets.

1.4 To improve the quality of phonics teaching to close the learning gap between the school and national through the modelling of high quality RWInc principles

1.5 To improve the progress children make in writing to close the gap between the school and national at expected and greater depth by developing effective AfL systems

1.6 For our learners become confident mathematicians who use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply.

2 Behaviour and Attitudes

2.1 For our learners' attitudes to their education are positive. They're committed to their learning, know how to study effectively and are resilient to setbacks. They take pride in their achievements

2.2 Provide relevant support and professional development opportunities for all members of staff, so they understand the needs of SEN children and manage behaviour effectively.

2.3 Consistently apply the Positive Behaviour Policy, including the deployment of Emotion Coaching, 'structured conversations' with parents to support behaviour management.

3 Personal Development

3.1 To enhance pupils' spiritual, moral, social and cultural (SMSC) development so they; understand the possibilities available, the importance of reading and vocabulary, the importance of mental/physical health and cultural diversity. By putting in place the 'Everyone DOES' programme of educational experiences to deliver the stated aims.

3.2 Develop the breadth of our curriculum by extending; our careers, Forest School and understanding of different cultures and evaluate the impact of Votes for Schools.

4 Leadership and Management

4.1 Our staff consistently report high levels of support for wellbeing issues.
4.2 Leaders have a clear ambitious vision for providing high-quality education for all learners
4.3 Leaders ensure that throughout the school community there are strong, shared values policies and practice.
4.4 Ensure induction for all new members of staff is effective to ensure consistency of practice
4.5 Ensure subject leaders become experts in their areas by having a clear vision, support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing CPD to improve learning
5 Quality of Education in EYFS
5.1 Establish effective leadership to establish a clear vision and manage the development of EYFS so expectations are clear, and the curriculum meets the needs of the children in Nursery and Reception.
5.2 Construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. Ensuring the curriculum is coherently planned and sequenced and builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
5.3 EYFS staff will communicate effectively to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, we respond and adapt teaching as necessary.
5.4 Our EYFS staff will create an environment inside and outside that supports the intent of an ambitious, coherently planned and sequenced curriculum and resources are chosen to meet the children's needs and promote learning.

Quality of Education						
Targets	Actions How will this be achieved?	Monitoring	Who is responsible?	When is it to be achieved?	What is the cost?	Evaluation
1.1 Ensure the quality of teaching is consistently good through collaborative planning and the consistent application of Teaching and Learning Policy	<ul style="list-style-type: none"> SLT to deliver CPD modelling planning grids and expectations Organise PPA time to facilitate collaborative working SLT to support joint planning Deliver CPD introduce new T and L Policy 	SLT to monitor planning SC to monitor joint planning SLT to monitor implementation of T and L Policy	SC RW/SD/YO Teachers Governors AR	From Sept 2022 joint planning A1 Ongoing this year-evaluate termly	Staff Training Day Time PPA Time Management time £380	
1.2 Ensure assessment for learning practices are used systematically to monitor understanding, identify misconceptions and provide clear and direct feedback. In order to ensure staff, respond and adapt their teaching to meet the children's needs	<ul style="list-style-type: none"> RW to deliver CPD on AfL and new T and L Policy Planning reflects a renewed focus on AfL Staff meetings focus on AfL and good practice Teachers identify an aspect of AfL to research and develop in their classes as part of PM in 2022-23 	SLT monitor planning Learning Walks monitor AfL Book Look monitoring PM self-assessment and reviews with RW	RW SD/YO Teachers Governors AR	From Sept 2022 Staff Meeting A1/2 Ongoing this year-evaluate termly	Staff Meeting CPD time PM Reviews Management time £380	

<p>1.3 To ensure teaching meets the needs of all children, particularly those with SEN through the effective deployment of LSAs, rigorous implementation of My Learning Plans, SMART targets and highly effective communication.</p>	<ul style="list-style-type: none"> • Review My Learning Plan booklets for SEN children and introduce new format • Set SMART Targets and communicate them and timescales with all relevant people • Regularly review My Learning Plans and involve parents • Direct and meet with LSAs/Teachers to review all plans termly • Liaise with SEN services so we meet individual needs 	<p>Learning Walk Monitor My Learning Plans Parent Feedback Pupil Voice Minutes from SEN review</p>	<p>MM Teachers LSAs Parents Governors KH</p>	<p>From Sept 2022 My Learning Plans in place by half term Ongoing parent meetings and reviews</p>	<p>SEN Services 18K Staff Meeting/ CPD Time</p>	
<p>1.4 To improve the quality of phonics teaching to close the gap between school and national through modelling of high quality RWInc principles and teaching</p>	<ul style="list-style-type: none"> • Ensure RWInc lead is well trained and understands principles-Oct • Parent workshop- How we teach RWInc and how can you support? • Put in place effective CPD for ALL staff teaching RWInc • Monitor the quality of teaching and learning- Development Day- Nov • Assess groups and individual children progress putting in place interventions to support catch up 	<p>Learning walk feedback Notes and feedback from parents Evolutions of groups Assessments Notes from development day</p>	<p>SB RWInc Teachers and LSAs Parents/ Carers Governors KH</p>	<p>Staff training and parent workshop before half term. Development Day and monitoring in before Christmas</p>	<p>CPD Time RWInc Dev Meeting Development Day £600 Staff Training £500 Resources £500 Online Subscription £220</p>	
<p>1.5 To improve the progress children make in writing to close the gap between school and national at expected and greater depth by developing effective AfL systems</p>	<ul style="list-style-type: none"> • CPD for staff in how to teach the revising and editing components of writing process • Introduce whole class feedback sheet as effective tool for AfL and to support teachers to tailor teaching of writing to meet the needs of their class • Monitor use of feedback sheet in classes, identify how 	<p>WCFS Learning Walks Book monitoring Planning for writing Notes from moderation Portfolios of moderation in school for year</p>	<p>SD Teachers Governors KH</p>	<p>Training – 5th September Monitoring of feedback sheets by half term Moderation before Christmas and potential GLD writers identified and</p>	<p>Training day time Staff Meetings-moderating writing Management time for Subject Leaders x2 £450</p>	

	<p>teachers use them to inform planning and improve writing</p> <ul style="list-style-type: none"> • Share demonstration of daily sentence practise and offer drop-in coaching sessions to support teachers to ensure the delivery is consistently good • Termly moderation of writing within school • Moderation of writing within Network-end of KS • Teachers to assess writing termly, identify children with potential to reach GLD- use school developed criteria to challenge HA 	groups reference		pupil progress meeting to support them in achieving this by end of year.		
<p>1.6 Our learners' become confident mathematicians who use mathematical knowledge, concepts and procedures appropriate to their next step needs with planned opportunities to reason and apply.</p>	<ul style="list-style-type: none"> • Staff have a consistent understanding and a definition of Mastery, for teaching learning and assessment • Staff to plan lessons using Big 5 ideas and consider the small steps needed to keep all children learning together • Ensure staff use and expect children to say stem sentences that draw attention to the mathematical structure • Teachers use Ready to Progress Criteria assessment questions to allow for consistent judgements between classes • Ensure staff refer to the NCETM PD materials to deepen their understanding of the 3 key mathematical strands; addition and subtraction, multiplication division and Fractions • Ensure staff understand key mathematical themes identified 	<p>Notes from working with other colleagues Staff Meeting and planning notes Learning Walks Planning Data from Headstart end of term assessments Data from KS1/2 SATs and MTC</p>	<p>YO SC Teachers Governors AR</p>	<p>Staff training provided using rekenrek in A1 Begin meeting with Hub lead identify areas for development- Action Plan A1 Monitor and support planning A1 Data end A2</p>	<p>Cover time needed for mathematics lead £2000 (£1000 grant to school in instalments) Resources-rekenrek £395 CPD time</p>	

	<p>in guidance and development progression. For example, utilising, place value and inverse operations</p> <ul style="list-style-type: none"> • Maths Lead to monitor on-going assessments and ensure that data informs gap analysis • Maths Lead carries out in depth analysis and holds teachers to account for progress and attainment • 					
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Behaviour and Attitudes

Targets	Actions How will this be achieved?	Monitoring	Who is responsible?	When is it to be achieved?	What is the cost?	Evaluation
<p>2.1 Our learners' attitudes to their education are positive. They're committed to their learning, know how to study effectively and are resilient to setbacks. They take pride in their achievements</p>	<ul style="list-style-type: none"> • Through the teaching of SMSC learners are able to reflect their own beliefs whilst having respect for others? • Through Votes for Schools and HT assembly's children develop toleration and resilience • Through Friday Celebration assemblies children celebrate each other's achievements 	<p>School council Eco warrior Peer leadership responsibilities How they present themselves in lessons and presentation in books.</p>	<p>RW/SC PSHE Lead Wider School Teachers Governor SF</p>	<p>Termly</p>	<p>VFS Subscription £525 Rewards medals trophies certificates £200</p>	<p>Peer leadership responsibilities for pupils to role model positive behaviours for example JLT/Eco Warriors/HB and HG Librarians Y6 Rec Buddies Sports Leaders</p>
<p>2.2 Provide relevant support and professional development opportunities to all members of staff, so they understand the needs of SEN children and manage behaviour effectively.</p>	<ul style="list-style-type: none"> • SENCo will identify which staff need training to support the individual needs in their class through learning walk • Identify how support can be provided using expertise internal expertise or external agencies • Monitor the behaviour of SEN children through termly 	<p>Learning Walks Behaviour Reports Pupil voice Teacher discussion</p>	<p>MM All teachers and LSAs Governor SF</p>	<p>Staff needs and provide transition support in Autumn term Monitor behaviour of SEN children at end of term</p>	<p>External agencies used to support Counselling £6650 SENCo time</p>	

	<p>behaviour report identifying where to put support</p> <ul style="list-style-type: none"> • Provide support to all staff but especially new members of staff on the needs of the children 					
<p>2.2 Consistently apply the Positive Behaviour Policy, including the deployment of Emotion Coaching, 'structured conversations' with parents to support behaviour management</p>	<ul style="list-style-type: none"> • Ensure Positive Behaviour Policy is being consistently applied, especially new members of staff • Ensure Leuven scale is being deployed effectively to identify children needing additional support with wellbeing • Identify a six-week intervention/parent consultation to support and improve. • Evaluate the impact this has had and report back to relevant people. 	<p>Learning Walks Staff interactions/ observations Behaviour Report-Half Termly</p>	<p>SC RW/MR SLT All Teachers and LSAs Governor SF</p>	<p>A1 teachers complete Leuven Scale-identify support needed. A2 interventions put in place S1 evaluate impact of interventions-identify next cohort for support</p>	<p>Training for Forest School £500 Time for cover for Forest school practitioner £5000 Nurture Support Time External agency Outdoor Education training JJ</p>	

Personal Development

Targets	Actions How will this be achieved?	Monitoring	Who is responsible?	When is it to be achieved?	What is the cost?	Evaluation
<p>3.1 To enhance pupils' spiritual, moral, social and cultural (SMSC) development so they; understand the possibilities available, the importance of reading and vocabulary, the importance of mental/physical health and cultural diversity.</p>	<ul style="list-style-type: none"> • Put in place the 'Everyone DOES' program of educational experiences to deliver the stated aims • All teachers will identify opportunities within the school year where they can take children out or bring people and seek out opportunities within the community, utilising the environment and local people • Learners are exposed to issues and experiences involving the local community and wider world 	<p>Monitor long-term planning Discussions with staff Pupil and parent voice Learning walks</p>	<p>SC SLT SD All Teachers Governor SF</p>	<p>'Everyone DOES' programme in place communicated to parents by Christmas GandT quiz will take place in Spring Term</p>	<p>G and T Books £200 Visits out Planning Time DM £6500</p>	

	<ul style="list-style-type: none"> Learners are given leadership roles within the school to exercise pupil voice and deliver meaningful change The planning and delivery of PSHE is age appropriate and layered to ensure that all learners have the chance to discuss, learn and reflect on their various roles and relationships within their own personal, local and national agendas Through the teaching of SMSC learners are able to reflect their own beliefs whilst having respect for others? Learners know how to keep themselves safe and are aware of potential risks. They know how to protect themselves from abuse, radicalisation and extremism 					
<p>3.2 To develop the breadth of our curriculum by extending; our careers programme, provision for Forest School and evaluate the impact of Votes for Schools</p>	<ul style="list-style-type: none"> Teachers and LSAs will look to invite people into school who can demonstrate how their learning has led to a career Learners are actively involved in learning through planned higher order skill focus, questioning, debate Aspirations are raised through exposure to different careers and opportunities Learners will be asked to interview inspirational people who can open their eyes to what is available for them The area next to Nursery will be developed as a Forest School for our children and others in the community. We will look to get other members of staff Forest School trained 	<p>Junior Leadership Team Meeting Minutes Pupil voice Questionnaires and survey with parents</p>	<p>SC RW KA MM All teachers and LSAs Governor SF</p>	<p>Teachers will plan for guests and visits. We will meet with Tiverton and the community in A2 We will look to get staff trained in S1 Pupil voice will be collected in in A2</p>	<p>Forest School Training £600 Development of land-grant funded Votes for Schools £525</p>	

	<ul style="list-style-type: none"> We will look for opportunities to work with Tiverton Special School We will continue to utilise KS assemblies on Wednesdays for Votes for Schools We will evaluate the impact VFS is having on our children's development 					
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Leadership and Management

Targets	Actions How will this be achieved?	Monitoring	Who is responsible?	When is it to be achieved?	What is the cost?	Evaluation
4.1 Our staff consistently report high levels of support for wellbeing issues.	<ul style="list-style-type: none"> Offer pastoral support to all staff in the form of supervision 360HR to provide time management Training for all staff Develop a Staff Supervision policy 	Measure the qualitative impact on staff performance and retention Promoting Health at work appointments OH Referrals	RW MR SLT Governor NM	Monthly	Counselling OH SLA £2135 Welbeing and OH	All members of staff feel secure within the school setting to discuss issues that support the improvement of quality of work to achieve agreed outcomes
4.2 Leaders have a clear ambitious vision for providing high-quality education for all learners	<ul style="list-style-type: none"> CPD programme has enabled teachers to develop their knowledge and understanding of the curriculum, teaching and learning. 	Lesson observations show impact of CPD in raising standards	RW and subject leads Governor NM	Weekly	External consultants courses to enhance pedagogy Delios- PL £2000 Marula-JH £1650	What impact has this had on school improvement with reference to performance management
4.3 Leaders ensure that throughout the school community there are strong, shared values policies and practice.	<ul style="list-style-type: none"> Involve all stakeholders in school improvement. Work with members of the local community (professionals, local schools, local services) to support school improvement 	Monitor impact of school initiatives on school improvement.	RW SLT/Governors/Staff Governor NM	Throughout the year	Cost of work week Govs training £3500	School surveys undertaken through the year with parents and learners to ensure that improvements are constantly being made: impact this has on school improvement planning

	<ul style="list-style-type: none"> Work collaboratively with governors to implement school improvement plans. 					
<p>4.4 Ensure induction for all new members of staff is effective to ensure consistency of practice</p>	<ul style="list-style-type: none"> New staff to meet with. <ol style="list-style-type: none"> 1. DSL to discuss Safeguarding procedures- L1 Training 2. RW to discuss T and L Policy 3. SC to discuss Behaviour Management 4. MT to discuss Hand S and procedures Email policies to new staff and explain PM process Discuss subject leadership expectations and responsibilities Put in place an induction Policy for new staff 	<p>PM Reviews and documentation Learning Walks Book trawls Planning monitoring</p>	<p>RW SC MR SLT Governor NM</p>	<p>By half term PM process will be in place By Christmas 2022 new staff should be following policies In Spring look at subject Leadership</p>	<p>None PPA Time Management time</p>	
<p>4.5 Ensure subject leaders become experts in their areas by having a clear vision for their subject and support teachers develop subject and pedagogical knowledge by auditing/ monitoring and providing professional development to improve learning</p>	<ul style="list-style-type: none"> Meet with subject leaders to discuss individual subject development Provide management time to monitor learning Evaluate KOs and Curriculum Plan are relevant, sequential and retrieval practice is applied Complete subject audits and identify areas for development Provide staff training and monitor the impact on learning 	<p>Monitor planning for foundation subjects Learning Walks and classroom/corridor displays Curriculum Maps and intent statement Action Plans</p>	<p>RW Subject Leaders Governor NM</p>	<p>Subject Leaders staff meeting in A1 Meet with subject leaders individually during A1/2 Subject audits/ Action Plans completed in S1/2 Training provided for staff and impact</p>	<p>Staff meeting time needed Resources purchased in some subjects Subjects £10000 Leaders Training £1000</p>	

	<ul style="list-style-type: none"> Support strategy and subject leader's action plans Meet with EYFS lead to discuss how learning progresses from Reception into KS1 			assessed in S1		
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Quality of Education in EYFS

Targets	Actions How will this be achieved?	Monitoring	Who is responsible?	When is it to be achieved?	What is the cost?	Evaluation
<p>5.1 Establish effective leadership to establish a clear vision/values and manage the development of EYFS so expectations are clear and the curriculum meets the needs of the children in Nursery and Reception.</p>	<ul style="list-style-type: none"> Identify what our children need to be better at on entry and organise the curriculum to facilitate this. Communicate our priorities to all members of the school community and put on school website Meet weekly to discuss and share vision/values Meet with Governors to share developments and strategic developments 	<p>Reception Baseline Evaluation Meeting Minutes EYFS documentation Website</p>	<p>SB RW All EYFS Staff Governor JW</p>	<p>To be achieved in A1 and embedded in A2</p>	<p>Staff Meetings. Management time for SB £4940 Governor Meetings A1</p>	
<p>5.2 Construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. Ensuring the curriculum is coherently planned and sequenced and builds on what children know and can do, towards cumulatively sufficient</p>	<ul style="list-style-type: none"> Discuss curriculum with JH- external consultant to ensure curriculum is well planned and children gain cultural capital Meet weekly initially to discuss and adapt planning Meet regularly with SENCo to discuss children causing 	<p>EYFS Curriculum Intent, implementation, and impact statements Short- and long-term planning grids</p>	<p>SB SC JH External Con All EYFS staff Governor JW</p>	<p>Curriculum to be in place by Christmas. Implementation Sp1/2 Impact Su1/2</p>	<p>External Consultant support £1600 Furniture/resources £5000</p>	

<p>knowledge and skills for their future learning.</p>	<p>concern and how their needs can be met</p> <ul style="list-style-type: none"> • Following RBA put in place interventions to support disadvantaged children • Look for opportunities for child-initiated learning to develop knowledge and self-belief 					
<p>5.3 Communicate effectively to check children's understanding, identify misconceptions, and provide clear explanations to improve their learning. In so doing, we respond and adapt teaching as necessary.</p>	<ul style="list-style-type: none"> • Regularly assess children's progress towards meeting the EYFS goals by meeting weekly. • Adapt planning when assessment shows it is necessary to meet need • Record assessments using and involve parents in the process • When children fall behind put in place effective interventions, so they catch up. • Adults will be trained to facilitate learning-sustained shared thinking and look for opportunities to assess progress. • Communicate progress regularly with parents and carers to develop relationships and support learning 	<p>EYFS lead report to Gobs Learning Walks in EYFS Planning adapted when needed Assessment documents Reports to parents Parent voice Surveys</p>	<p>SB RW All EYFS staff Governor JW</p>	<p>To be instigated from day 1 in Nursery and Reception Embed AfL by Christmas</p>	<p>None Management time £4500</p>	

<p>5.4 Create an environment inside and outside that supports the intent of an ambitious, coherently planned and sequenced curriculum and resources are chosen to meet the children's needs and promote learning.</p>	<ul style="list-style-type: none"> • We will use the Acers tool to identify if our learning environment is effective • Resources will be purchased to enhance learning in different areas • Provide opportunities for child initiated through conversations with children and parents • Adults will be trained to facilitate learning and look for opportunities to assess progress 	<p>Learning Walks Teacher discussions Acers documentation Long term and short-term planning</p>	<p>SB JH MT/RW All EYFS staff Governor JW</p>	<p>The environment will be set up and more effective A1. This will then be adapted by A2 Staff trained to facilitate learning by Christmas.</p>	<p>Resources and furniture for EYFS £5000</p>	
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