



“Children are at the heart of everything we do.”

## Kingswood Nursery School Development Plan 2021-22

**Overarching priority: Adapt and review our curriculum to ensure it is engaging and nurtures curious and confident learners**

Priorities (Intent)			
Quality of Education	Personal Development	Behaviour and attitudes	Leadership and Management
<ul style="list-style-type: none"> <li>Practitioners deliver the 5 Ways to Wow! curriculum, and make accurate assessments based upon children’s final outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and embed values of tolerance and independence, nurture curiosity and promote health, so that children leave achieving 5 Ways to Wow!</li> </ul>	<ul style="list-style-type: none"> <li>Develop children’s self-regulation strategies in order for them to understand and identify what they are feeling, articulate their emotions and respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a professional learning culture, which reflects values of aspiration and growth mindset, in order to implement 5 Ways to Wow! and achieve actions within the SDP.</li> <li>Establish and develop a Governing body that represents a knowledgeable and varied skill set who work together in driving forward the strategic aims of the school.</li> </ul>

How this will be achieved (Implementation)			
Quality of Education	Personal Development	Behaviour and attitudes	Leadership and Management
<ul style="list-style-type: none"> <li>● Agree and communicate our vision, intent and 5 Ways to Wow! curriculum with all stakeholders including staff, parents, children, and governors.</li> <li>● Ongoing training on, and discussion around, the EYFS reforms to support practitioner knowledge and understanding.</li> <li>● Practitioners designated specific areas to promote, via training and projects, to ensure up to date knowledge is disseminated and modelled in practice.</li> <li>● Focus on effective children's communication, expanding children's vocabulary, early identification of delay in children's speech and language development, and delivery of appropriate interventions.</li> <li>● Devise and implement an assessment strategy, informed by a secure knowledge of child development, that enables practitioners to know if children are</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure the daily routine and environment provides opportunities for children to develop independence.</li> <li>● Identify an Oral health ambassador within school, to promote key messages in practice and liaise with parents to share these messages.</li> <li>● Practitioners plan motivating experiences that develop key language and encourage children to ask and answer questions.</li> <li>● Children see themselves, and their families, represented within the environment.</li> <li>● Practitioners challenge stereotypes and negative language, by promoting and</li> </ul>	<ul style="list-style-type: none"> <li>● Staff understand unique needs of children so they can implement age appropriate strategies to support their self regulation and behaviour.</li> <li>● Practitioners use age appropriate language and visual cues to support children to label emotions and feelings.</li> <li>● The environment is organised and maintained to support children to self regulate.</li> <li>● Use of Wellbeing&amp;Involvement scales noted during observations.</li> <li>● Regular Jigsaw sessions in Nursery</li> <li>● Use of CPoms to record concerns regards children's behaviour, and to flag where additional support or intervention may be required.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with the new Chair of Governors to develop an effective professional relationship, and recruit additional members of the Governing body.</li> <li>● Ensure a range of roles, and areas of responsibility are represented within the Governing body.</li> <li>● Governors to attend regular training to develop their skills et.</li> <li>● Governors to make regular visits to school to gain an understanding of the life of the school, and to support the strategic vision.</li> <li>● Regular performance management for Key Persons, with targets directly linked to the School Development Plan.</li> <li>● Plan and deliver a varied CPD programme, informed by the needs and skills of the</li> </ul>

<p>on track to achieve 5 Ways to Wow!</p> <ul style="list-style-type: none"> <li>● Develop, maintain, and enhance a learning environment that engages learners enables children to achieve 5 Ways to Wow!.</li> <li>● Use of floor books to review learning and record children's ideas, questions and outcomes.</li> <li>● Half termly progress meetings with Key Person to ensure that ALL children are achieving their full potential, and on track to achieve 5 Ways to Wow!</li> <li>● Interventions and Early Help provided, for those children at risk of not achieving 5 Ways to Wow!.</li> <li>● Contributions from parents about their child's fascinations and home learning, will be used to inform learning experiences within school, ensuring that opportunities are stimulating and ambitious.</li> </ul>	<p>modelling inclusive language and posing alternative suggestions.</p> <ul style="list-style-type: none"> <li>● Practitioners use and model the language of consent with children.</li> <li>● Provide verbal feedback to parents, as well as written, to keep them informed of how children are developing these skills and ways to support this at home.</li> </ul>	<ul style="list-style-type: none"> <li>● Practitioners own wellbeing is promoted, in order to provide nurturing role models for the children.</li> <li>● Share information about Wellbeing and Self Regulation with parents.</li> </ul>	<p>current team of Practitioners, including those who work part time.</p> <ul style="list-style-type: none"> <li>● Peer:peer observations between staff in Pre-school and Nursery.</li> <li>● Work with external agencies to upskill qualifications of practitioners through schemes such as Apprenticeships.</li> <li>● Key persons to carry out an in-depth case study, to regularly update and report on, to demonstrate acquired understanding and skills.</li> </ul>
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Impact			
Quality of Education	Personal Development	Behaviour and attitudes	Leadership and Management
<ul style="list-style-type: none"> <li>All children leave as confident and capable learners, ready for the next phase of their education, and conscientious citizens of the future.</li> <li>Statutory obligation to deliver the EYFS is met.</li> <li>EYFS reforms 2021 become embedded in plans and practice.</li> </ul>	<ul style="list-style-type: none"> <li>Children have a positive identity and sense of self, and therefore in a better place to take on new learning.</li> <li>All children leave as confident and capable learners, ready for the next phase of their education, and conscientious citizens of the future.</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to express themselves.</li> <li>Practitioners can respond to children before they reach crisis point.</li> <li>Practitioners spend less time intervening in conflict resolution, providing more time to interact with children and support language and learning.</li> <li>Parents can develop a growing awareness of how to respond to their child's emotions, reducing stress in the family.</li> </ul>	<ul style="list-style-type: none"> <li>Practitioners confidently plan, provide and assess quality early education.</li> <li>Retention of workforce.</li> <li>Governors have improved knowledge of quality early education and their role in monitoring and reporting on this.</li> </ul>
How will we know this has been achieved?			
Quality of Education	Personal Development	Behaviour and attitudes	Leadership and Management
<ul style="list-style-type: none"> <li>All children leave achieving 5 Ways to Wow!</li> <li>Practitioners extend learning through interactions and enhancements in the environment.</li> <li>Parents report on embedded learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>All children leave achieving 5 Ways to Wow!</li> </ul>	<ul style="list-style-type: none"> <li>All children leave achieving 5 Ways to Wow!</li> <li>Behaviour concerns on CPoms are quickly addressed and patterns analysed.</li> <li>Children's wellbeing scores are consistently high.</li> </ul>	<ul style="list-style-type: none"> <li>Governors speak about, and report on, the school with confidence and knowledge.</li> <li>Practitioners can discuss if children are on track to achieve 5 Ways to Wow!</li> <li>Practitioners are ambitious for their own learning, and speak</li> </ul>

<ul style="list-style-type: none"><li>• Transition to from Pre-school to Nursery, and Nursery to Reception class is relatively smooth.</li></ul>		<ul style="list-style-type: none"><li>• Staff feedback reports good or improved wellbeing.</li><li>• Feedback from parents.</li></ul>	about their ideas, and how they will implement these, with enthusiasm.
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