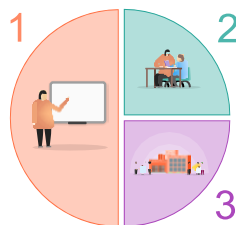


MOVING FORWARDS, MAKING A DIFFERENCE:

Sheringham Nursery School and Children's Centre —2022/23



This tiered model is designed to enable school leaders to consider where best to invest time, energy and resources for the benefit of their particular pupils.



"The pandemic brought with it a period of huge disruption, but also, real innovation—with all school staff working tirelessly, despite their responsibilities expanding well past the norm, to meet the needs of their pupils"

Professor Becky Francis, CEO, EEF



"Schools should treat implementation as a major commitment and prioritise appropriately. Schools should probably make fewer, but more strategic, choices and pursue these diligently. Reviewing and stopping some existing practices may be required before delivering new ones." **Putting Evidence to Work: A School's Guide to Implementation—EEF**



1. HIGH QUALITY TEACHING

To ensure quality teaching and care, we plan to

- Further embed our hybrid EYFS curriculum, balancing play with curricular goals and other structures
- Use the Environment Rating Scales to maintain high standards and improve our 'interest centres'
- Expand Talking Time: every child takes part in dialogic book reading in small groups twice every week
- Expand our Bike Project: every child riding a balance and/or pedal bike and every child who wants to practise at home can borrow a bike
- Use 'Maths through picture books' to improve the teaching of number (counting and composition)
- Work towards achieving the Inclusion Quality Mark

2. TARGETED SUPPORT

To deliver impactful targeted support, we plan to

- Offer the Bucket Time intervention to stage 4 (attention and turn-taking) with support to embed those skills in the mainstream curriculum
- Offer the Box Clever intervention, with support to keep hearing and using the vocabulary in the mainstream curriculum
- Termly review children who don't make expected progress through Talking Time with the Speech and Language Therapist to pinpoint what extra or specialist support they need

3. WIDER STRATEGIES

To remove non-academic barriers to attainment, we plan to

- Further embed our tiered approach to Early Help
- Retrain 6 staff in Team Teach approaches and other techniques to help children to self-regulate and to de-escalate conflicts
- Adapt and implement 'Mouse Club' to support children transitioning into the nursery school, and children leaving the nursery school for Reception, in summer 2023
- Develop relational approaches to supervision across the Children's Centre and Nursery School, to support staff and children's emotional wellbeing and to strengthen Early Help
- Improve attendance through personalised messaging

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>Language and communication are central to children’s early learning. Our assessment data suggest that the proportion of children with below age-related expectations in expressive language is 34%.</p>	<p><u>Build knowledge</u> Half day upfront training in Talking Time activities and language strategies, evidence base and professional learning partnership</p> <p><u>Motivate</u> Three twilights focused on recaps, implementation and wrap-around support</p> <p><u>Deliver</u> All children will receive 16 weeks of the Talking Time intervention, twice a week for 15 minutes</p> <p><u>Embed practice</u> Twilight evaluation session, focusing on distance travelled and move from scripted to contingent responses. Sustaining, adapting and embedding talking time</p>	<p><u>Upfront professional development:</u> for teachers and EYEs including model videos</p> <p><u>Ongoing professional development:</u> three recap sessions prior to delivery, in-class mentoring from mentor/ TT lead, video mentoring, and session log for professional reflection</p> <p><u>Talking Time handbook and logs:</u> plans, semi-structured scripts and scaffolds. Materials to support professional learning and joint practice development</p> <p><u>Resources:</u> Picture books that will support language learning strategies</p>	<p>How will you know it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p>Short term - improved understanding of how children develop oral language - improved understanding of effective teaching and learning strategies - improved professional reflection and ability to notice, analyse and refine</p> <p>Medium term - embedding and refining teaching techniques - improved ability to be responsive and intentional</p> <p>Long term - Effective practice embedded and sustained, reducing gaps between groups of children in their expressive language</p>	<p>Children need strong oral language skills to underpin their literacy, social communication and relationships, and learning in all areas of development.</p> <p>The oral language strategies in Talking Time will support practitioners to improve children’s oral language outcomes. Practitioners will become more skilled and intentional language-supporting professionals</p>

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>Room layout and equipment were reduced and altered during the earlier stages of the Covid-19 pandemic to reduce the risk of transmission.</p> <p>As a result, some important, quality features of the learning environment were temporarily lost.</p>	<ul style="list-style-type: none"> Score the quality of the learning environment using the evidence-informed Environmental Rating Scales (ERS), to identify priorities for improvement Improved scores are associated with improved outcomes for children, especially those from disadvantaged backgrounds. 	<p>FJ, MP and LF will use the ERS scales [specify regularity?] in all 4 rooms and discuss scores with team leaders.</p> <p>Team leaders will draw up a very short action plan with their teams to improve key scores every half term.</p> <p>Team leaders will share examples from the ITERS-R and ECERS-R books, where appropriate, to make quality features more visible to their teams.</p> <p>Scores and actions plans will be shared with SLT.</p> <p>SLT will monitor to:</p> <ul style="list-style-type: none"> check for an improving trend help problem-solve where teams are 'stuck'. 	<p>How will you know it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <hr/> <p>Short term All scores are 5+ by the of Autumn 2. This score is associated in the research with improved outcomes for children, especially those from disadvantaged backgrounds</p> <hr/> <p>Medium term Scores continue to improve with a realistic trend towards 7 by the end of summer 2</p> <hr/> <p>Long term Staff say that they understand the features of high-quality learning environments. As a result, auditing/checking are needed less frequently.</p>	<p>High-quality research (EPPSE Project) shows that higher scores in ERS are associated with better outcomes for children, especially those from disadvantaged backgrounds.</p> <p>This plan, together with other elements of the School Plan, contributes to children making stronger progress from their different starting points, when compared to the year before.</p>

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>Some children don't consolidate their basic understanding of number and composition of number by the time they leave nursery. Assessment data suggest that 53% of children are below where we'd expect them to be at their age.</p>	<p>What are the essential active ingredients?</p> <p>Active ingredient 1: knowledge & understanding of how young children learn early number & operations.</p> <p>Active ingredient 2: all children to receive small group dialogic reading sessions 2x weekly for 15 minutes (5 children with the same adult). focused on one book, linked to the EEF mathematical developmental progressions.</p> <p>Active ingredient 3: Selection of carefully chosen picture books focused on number & operations.</p> <p>Active ingredient 4: adults understand & use the ShREC approach to 'mathematise' & develop conversations around the books.</p>	<p>How will it be done? What blend of activities is required?</p> <p>Training</p> <ul style="list-style-type: none"> Half day PD (incorporating mechanisms from the 4 key groups) to support adults' knowledge & understanding of teaching & learning early number, dialogic reading & the ShREC approach. <p>Wrap-around support to develop & embed teaching techniques</p> <ul style="list-style-type: none"> In-class modelling & observation Weekly monitoring (& feedback) of session log Monthly meeting involving coaching to overcome barriers. <p>Educational materials:</p> <ul style="list-style-type: none"> Developmental Progressions poster from the Improving Mathematics in the EY & KS1 GR ShREC graphic & scaffold Access to Padlet with additional readings & videos. 	<p>How will you know it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p>Short term:</p> <ul style="list-style-type: none"> adults implement sessions as intended adults demonstrate greater knowledge & understanding of number & operations in the sessions. adults & children are motivated & engaged in the sessions <p>Medium term:</p> <ul style="list-style-type: none"> adults understand the importance of early maths & potential impact of the sessions on the children's development. adults: improved confidence & skill in using the ShREC approach to encourage conversations about number & operations Children: improved motivation to learn about & talk about number & operations <p>Long term:</p> <ul style="list-style-type: none"> Adults feel confident & empowered to teach early number & operations. 	<p>How will children, teachers and the school benefit?</p> <p>Adults:</p> <ul style="list-style-type: none"> Improved understanding & knowledge of early number Improved skills in making explicit connections between children's learning through everyday maths teaching and the intervention. High quality, sustained multi turn mathematical conversations are embedded in daily practice. <p>Children:</p> <ul style="list-style-type: none"> increased % of children at or above age-related expectations as measured by EYT. This will support transition to reception.

			<ul style="list-style-type: none">• Children experience increased high quality mathematical conversations about number & operations in the sessions and in play & routines.	
--	--	--	---	--

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>Post covid 19 education providers have noticed significant delays in the overall physical development of babies and young children. (Education recovery in early years providers Spring 2022)</p> <p>Specific to our setting, it is clear through starting point assessments and parental input that a majority of children are experiencing some form of regression in their physical development due to a lack of physical opportunities, low motivation and independence in self care routines.</p> <p>The bigger picture results in more children not being ready for school by the age of 4 with the necessary skills to be able to fully engage with the learning.</p> <p>The Bike Project intervention will also support staff to increase parental engagement; whilst also increasing the length of time children spend taking part in physical activity both in nursery and at home.</p>	<p>Focus: “To increase the length of time children spend taking part in physical activity through the bike project”.</p> <p>What are the essential active ingredients?</p> <ul style="list-style-type: none"> Staff development sessions based on initial buy in, planning preparation, logistics. Staff training on feedback and metacognition to support the development of theory and practice based on the bike goal teaching. Parent initial buy-in session for each key group - off site at Jack Cornwall playground. Tapestry child video upload and analysis both for parents and staff. <p>Loose:</p> <ul style="list-style-type: none"> Staff teaching of bike progression skills within the session time. To monitor children’s physical development output/bike progression. (Practitioner internalised knowledge and something we should all be doing as part of our core teaching & learning. 	<p>How will it be done? What blend of activities is required?</p> <p>Staff professional development sessions:</p> <ul style="list-style-type: none"> Session 1: Enhanced PD buy-in and sharing the evidence and logistics of the bike project loan system. Session 2: A review of the ‘learning how to ride a balance bike curricular goal. Learning about key bike progression skills. Session 3 & 4: Using child video analysis to support staff using effective feedback and metacognitive strategies. (Use the moovers ERS as a monitoring tool & exemplifier). Connect to self regulation. <p>Bike project loan activities:</p> <ul style="list-style-type: none"> All key groups to take part in a 5 week bike project loan. Prioritised with targeted children first. Initial parent session with key people and children to take place offsite at Jack Cornwall playground. (Parent buy-in and demonstration of basic road safety and bike skills and chance to build key relationships to support parental engagement) Child video analysis over 	<p>How will you know it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p>Short term</p> <p>Children will begin to use the balance/pedal bikes in nursery more consistently. (increase in enthusiasm and self confidence to take part)</p> <p>Parents will be able to borrow bikes home to mirror this added physical activity opportunity.</p> <p>Medium term</p> <p>Parental engagement will see an increase in Tapestry uploads connected to the bike goal and the length of time children are spending riding their bike both at nursery & at home. (Riding into nursery/weekend trips etc)</p> <p>Long term</p> <p>Parents/staff will feel more confident in supporting their child’s learning through metacognitive and self regulation strategies learnt through the bike project.</p> <p>Children will improve in their self help and independence skills, increasing by -products of toilet training, self dressing etc.</p>	<p>How will children, teachers and the school benefit?</p> <p>Children will benefit from receiving a tailored learning opportunity to support them to lead healthy active lives.</p> <p>Staff will develop a stronger knowledge of key bike skills relating to the curricular goal of learning how to ride a balance bike.</p> <p>Staff will be able to use this as an ‘extra layer’ to support their understanding and overall knowledge of key children. Increase in relational pedagogy and opportunities for continued focus on communication and language opportunities.</p> <p>increase opportunities for building on the home learning environment and parental engagement using a fun hands on opportunity to learn a valuable life skill and see visible impact easily.</p>

		the 5 week project uploaded onto Tapestry to monitor engagement and physical activity levels.		
--	--	---	--	--

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>Attendance improved last year to 85%, an improvement on the year before (76%), but lower than it was before Covid-19.</p> <p>Although attendance at nursery school is not compulsory. Engagement in high quality early education lays the foundations for successful learning later in school. Missed days mean missed opportunities to learn.</p>	<ul style="list-style-type: none"> Parental communication approaches Responsive and targeted parental engagement interventions <p>Source of evidence Attendance Interventions: Rapid Evidence Assessment</p>	<ul style="list-style-type: none"> Admin team will feedback attendance data to team leaders weekly Attendance lead will analyse data for trends If a child is absent more than once in a half term, we will send a postcard setting out how much time they have missed (hours) and the learning they have missed out on (parental communication approach) If absence continues to be high, the attendance lead will meet with the family to explain concerns. Joint-problem solving and action plan will be agreed (responsive and targeted parental engagement intervention) Attendance lead will monitor and feedback impact to every meeting of the SLT and Governing Body 	<p>How will you know it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <hr/> <p>Short term System is embedded and running smoothly by the end of Autumn 1/settling-in period</p> <hr/> <p>Medium term Postcards sent as laid out in policy. Meetings held with families as laid out in policy. Feedback on attendance given at every Progress Day meeting.</p> <p>Evidence of behaviour change: families say they are more aware of the impact of poor attendance</p> <hr/> <p>Long term Attendance improves to the pre-Covid level, or above.</p>	<p>Children attend more regularly.</p> <p>Better habits are formed before the start of school.</p> <p>Families with poor attendance are flagged so that school attendance officers can intervene early if there are causes for concern in the reception year.</p>