

MOVING FORWARDS, MAKING A DIFFERENCE:

A planning template for schools—2023/24

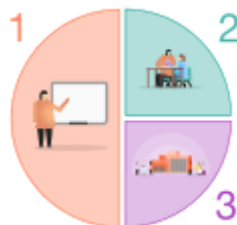


Sheringham
Nursery School and
Children's Centre



Sheringham Nursery School and Children's Centre - School Improvement Plan 2023/24

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 access to high quality teaching, we plan to...

- Further embed our hybrid EYFS curriculum, balancing play with curricular goals and other structures. A sustained programme of PD offered to all nursery staff across the year to support this.
- Continue to use the Quality Rating Scales to maintain high standards and improve our 'interest centres'.
- Further embed Talking Time: every child takes part in dialogic book reading in small groups twice every week.
- Embed 'Maths through picture books' to improve the teaching of number (counting and composition).
- Further embed 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.
- Work towards achieving the Inclusion Quality Mark.

2. TARGETED ACADEMIC 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.
- Half 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.
- Further embed our 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.
- To engage all parents and carers as partners in their children's learning and development.
- Improve attendance through personalised messaging.

Further embed our hybrid EYFS curriculum - A sustained programme of PD for staff.

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>A balanced ambitious curriculum has a positive impact on all children but it is especially important for disadvantaged children.</p> <p>We must continue to embed all the different elements of our ambitious hybrid curriculum. Creating a balance between these elements requires ALL practitioners to have a range of skills and knowledge.</p> <p>Having a deep understanding of their key children and child development allows practitioners to be intentional, adaptive and responsive in their interactions.</p> <p>We need to ensure that all staff have equal levels of skill and confidence to support teaching and learning across the curriculum.</p>	<p>What are the essential active ingredients?</p> <p><u>Active ingredient 1</u> Professional development for the whole nursery team. The PD programme follows EEF guidance on the features of effective PD and is sustained across the year.</p> <p><u>Active ingredient 2</u> In class mentoring; demonstrating techniques and modelling reflection to support behaviour change.</p> <p><u>Active ingredient 3</u> All children are supported to access every element of the hybrid curriculum. Practitioners are intentional, adaptive and responsive.</p> <p><u>Active ingredient 4</u> Use of video; supporting staff to reflect, notice, analyse and refine (RNAR) their practice. Developing an understanding of the effects of teaching strategies on children is key.</p>	<p>How will it be done? What blend of activities is required?</p> <p><u>Training</u> MP, FJ deliver training sessions: 3.45-4.30pm for 3 weeks out of every 4.</p> <p><u>Mentoring and wrap-around support</u> FJ provides weekly in class exemplification and mentoring sessions. Half a day in the twos provision and half a day in 3-4s provision.</p> <p><u>Structured professional reflection - monitoring</u> Video recording of practice when FJ is in class. Staff supported to use the RNAR framework when watching the video back. Reflections shared as a wider team. SLT monitoring built into the calendar</p> <p><u>Educational materials</u> Padlet for curriculum containing slides, videos, policy documents and further resources accessible for all staff. Videos of practice that staff are happy to share within the team will be held on the padlet</p>	<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"> -Improved understanding of how to use in depth knowledge of children and child development -Improved understanding of how to support teaching and learning across the pedagogical continuum -Improved understanding of how to support children in all areas of the hybrid curriculum <p>Medium term</p> <ul style="list-style-type: none"> -Improved professional reflection and ability to notice and analyse with RNAR framework. -Embedding and refining teaching techniques -Improved ability to be intentional, adaptive and responsive <p>Long term</p> <ul style="list-style-type: none"> -The skills and confidence of the whole staff team to support the hybrid curriculum is consistent -The hybrid curriculum is fully embedded. 	<p>How will children, teachers and the school benefit?</p> <p>A fully embedded coherently planned and well sequenced curriculum enables all children to make progress in all areas of learning.</p> <p>The curriculum forms the building blocks of knowledge that children will build in through school and later in life.</p> <p>Practitioners will become highly skilled and intentional early years professionals.</p> <p>The school will benefit from an expert team whose impact and professional confidence will be high, leading to high motivation.</p> <p>The school will be able to continue sharing our excellent practice with other settings and providers through our role as a research school and stronger practice hub. The EY sector struggles with curriculum and this work will generate lots of learning others can benefit from.</p>

Quality of the learning environment

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>The learning environment has been re-designed using the quality rating scales. This was to enable adults to engage in high quality back and forth interactions with children.</p> <p>The interest centres have been designed to promote accessibility of resources and children's independence.</p> <p>The cohort of children changes from year to year and it is important that this is reflected in the environment.</p>	<p>Score the quality of the learning environment using the evidence-informed Quality Rating Scales, to identify priorities for improvement</p> <p>Improved scores are associated with improved outcomes for children, especially those from disadvantaged backgrounds.</p>	<p>FJ, MP and LF will use the QRS scales termly in all 3 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-3 and ECERS-3 and ECERS-E books, where appropriate, to make quality features more visible to their teams.</p> <p>Scores and action 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</p> <p>All scores are 5+ by the end 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</p> <p>Scores continue to improve with a realistic trend towards 7 by the end of summer 2.</p> <hr/> <p>Long term</p> <p>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 QRS 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>

Maths through Picture Books

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>Early maths is incredibly important for children's educational success. We need to ensure children leave nursery with a secure grasp of early number, number relations and number operations.</p>	<p>What are the essential active ingredients?</p> <p><u>Active ingredient 1</u> Effective professional development to enhance the knowledge & understanding of how young children learn early number sense (number, number relations and number operations).</p> <p><u>Active ingredient 2</u> All children 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><u>Active ingredient 3</u> Selection of carefully chosen picture books focused on number sense (number, number relations and</p>	<p>How will it be done?</p> <p>What blend of activities is required?</p> <p><u>Training</u></p> <p>Sessions to build knowledge and demonstrate teaching techniques delivered as part of the current continuous cycle (3.45-4.30pm for 3 weeks out of every 4).</p> <p><u>Mentoring and Wrap-around support</u></p> <ul style="list-style-type: none"> ● In-class modelling & observation ● use of video to record practice and to support reflection and analysis of impact of strategies on the children. <p><u>Educational materials</u></p> <ul style="list-style-type: none"> ● Developmental Progressions poster from the Improving Mathematics in the EY & KS1 GR ● ShREC graphic & picture book scaffolds ● Access to Padlet with additional readings & 	<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 sense (number, number relations and 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 sense (number, number relations and number operations). -Children: improved motivation to learn about & talk about number sense (number, number relations and number operations). 	<p>How will children, teachers and the school benefit?</p> <p>Adults:</p> <p>Improved understanding & knowledge of early number sense.</p> <p>Improved skills in making explicit connections between children's learning through everyday maths teaching and the intervention.</p> <p>High quality, sustained multi turn mathematical conversations are embedded in daily practice.</p> <p>Children:</p> <p>Through engagement with picture-books, young children are presented with rich contexts in which they encounter problematic situations, ask questions, reason mathematically and have conversations with adults and peers, all of which can lead to the use of mathematics-related language</p> <p>increased % of children at or above age-related expectations as measured by EYT. This will support transition to reception.</p>

number operations).

Active ingredient 4
Adults understand & use the ShREC approach to 'mathematise' & develop sustained multi-turn conversations around the books.

Active ingredient 5
wrap-around support - use of video and in class modelling to build knowledge, motivate staff, develop teaching techniques and embed practice.

videos.

Long term:

-Adults feel confident & empowered to teach early number, number relations & operations.

-Children experience increased high quality mathematical conversations about number, number relations & operations in the sessions and in play & routines.

Working in partnership with parents and the Home Learning Environment

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>We can support children's development and wellbeing by providing high-quality teaching. However, we can achieve so much more when working in partnership with parents.</p> <p>The quality of the Home Learning Environment (HLE) is an important predictor of long-term outcomes for children. Parental engagement in early years education is consistently associated with children's subsequent academic success (EEF EY toolkit).</p> <p>Approaches that focus on sharing books and conversations have been shown to have a positive impact.</p> <p>Interactive reading offers powerful opportunities for interaction, communication and conversation in a context which is meaningful and engaging for all children. It is an inclusive strategy for parents to use because it can be done in the language parents feel most comfortable using, and doesn't require the parent to read - simply talk with their child about the pictures.</p>	<p>What are the essential active ingredients?</p> <p><u>Active ingredient 1</u></p> <p>All parents invited to attend workshops to enhance their knowledge & understanding of how to support young children's language and communication using the ShREC framework and the importance of interactive reading.</p> <p><u>Active ingredient 2</u></p> <p>All parents invited into the nursery to observe staff modelling interactive story sessions with children in small groups. Adults will model how to build enjoyment around looking at books together.</p> <p><u>Active ingredient 3</u></p> <p>All children receive small group dialogic reading sessions (Talking Time) 2x weekly for 15 minutes (5 children with the same adult) focused on one book. Practitioners are intentional, adaptive and responsive.</p> <p><u>Active ingredient 4</u></p> <p>Class library to roll out in Autumn 2 to support regular access to high quality books for parents to share with children at home. Parents choose books with their children</p>	<p>How will it be done? What blend of activities is required?</p> <p><u>Training</u></p> <p>-RB will work closely with the Research School and engage in professional development to deliver greater impact.</p> <p>-Parents attend workshops to enhance their knowledge & understanding of how to support young children's language and communication using the ShREC framework and the importance of interactive reading.</p> <p><u>Support to put strategies into action</u></p> <p>-observation of staff modelling interactive reading in class and during library times.</p> <p>-use of video to share practice with parents.</p> <p>-KP have regular conversations with parents and review during progress day meetings.</p> <p><u>Educational materials</u></p> <p>-Bookstart packs given to all families at the start of the nursery year to encourage sharing books and spending quality time focusing</p>	<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 are familiar and engaged in Talking Time sessions. They begin to select the essential stories and request their favourite stories to share together.</p> <p>-Parents have an improved understanding of the importance of back and forth interactions and how this supports communication and language.</p> <p>Medium term</p> <p>-Children's expressive vocabulary improves.</p> <p>-Parents become more confident in implementing effective strategies.</p> <p>Long term</p> <p>-Parents engage in regular interactive reading with their child and embed this within their routines at home.</p> <p>-Children experience increased high quality interactions through interactive book reading with an adult.</p>	<p>How will children, teachers and the school benefit?</p> <p>Increased % of children at or above age-related expectations as measured by EYT. This will support transition to reception.</p> <p>Parents will be confident to share books with children at home and engage in interactive reading. This will support children's language and communication.</p>

<p>and staff model sharing stories during this time.</p> <p><u>Active ingredient 5</u> Fortnightly videos of essential books and rhymes sent out to parents via WhatsApp.</p> <p><u>Active ingredient 6</u> Educational visit to the local library: All parents invited, encouraged and supported to sign up to the library. Adults model interactive reading during the visit.</p>	<p>on communication and language.</p> <p>-ShREC graphic & picture book scaffolds.</p> <p>-Video of interactive reading shared with parents.</p>		
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Attendance

Problem (Why?)	Intervention description (what?)	Implementation activities (how?)	Implementation outcomes (how well/success criteria?)	Final outcomes
<p>Attendance last year was 82% in comparison to the year before (84%), but higher than it was in 2020-21 - (74%).</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</p> <p>Attendance Interventions: Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</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 three days in a half term, we will send a Whatsapp message 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 and if needed the health visitor 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>Attendance lead will keep a caseload of families and the admin team will send positive messages to families where attendance improves.</p>	<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>System is embedded and running smoothly by the end of Autumn 1/settling-in period.</p> <p>Medium term</p> <p>WhatsApp messages sent as laid out in policy. Meetings held with families as laid out in policy. Feedback on attendance given at every Progress Day meeting. Evidence of behaviour change: families say they are more aware of the impact of poor attendance.</p> <p>Long term</p> <p>Attendance improves to the pre-Covid level, or above.</p>	<p>How will children, teachers and the school benefit?</p> <p>Families with poor attendance are given the support they need and this in turn has an impact on children's progress.</p> <p>Families with poor attendance flagged so that school attendance officers can intervene early if there are causes for concern in the reception year.</p>

