

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2021-22) – TIERED MODEL

Sheringham Nursery School and Children's Centre



Top level view of our improvement priorities

1: teaching and care

- Induct, mentor and support new staff well, to maintain our very high quality of teaching and care
- Implement the revised EYFS, supported by evidence-informed Professional Development
- Improve the curriculum and pedagogy for Physical Development
- Peer support and challenge model to embed our Curriculum and Assessment Policy
- Improve our use of feedback to support children's learning



2: additional support

- Support for children with delayed communication, drawing on 'Talking Time'.
- Tiered approach to 'Early Help' using new LA materials

3: wider strategies

- Understand and support staff wellbeing better.
- Further support the Home Learning Environment, drawing on learning from the lockdown.

Section 1: Teaching and care

Aim: Induct, mentor and support new staff well, to maintain our very high quality of teaching and care

Objectives: new staff are confident about the school's ethos, key policies and approaches. Our two Early Career Teachers (ECTs) follow the first year of the ECT programme successfully. Together with mentor support, this contributes to effective teaching and care, and effective leadership of their teams.

Objectives	Monitoring lead	Evaluation	Key milestones
Induction and probation (LF) <ul style="list-style-type: none"> New staff complete their induction New staff know the key information about ethos, approach and policies from our online staff handbook 	LR	LF: Google Quiz (low stakes: to inform discussion at probation meeting)	Induction: first week of term/first week of service Probation: at 3 months
ECT programme (LF) <ul style="list-style-type: none"> Our 2 ECTs make sounds progress against the ECT framework 	LF	Mentors (RB and MP) brief termly evaluation to SLT about how ECTs are meeting requirements and any extra support needed.	End of each term
Mentoring (LF) <ul style="list-style-type: none"> All new staff, ECTs and apprentices say they're getting the support and guidance they need to improve 	LR	LF: Google Quiz to identify what's going well and where extra support is needed	End of each term

<p>Room review (JG)</p> <ul style="list-style-type: none"> • Check that each room is providing high-quality early education with care • Check that new staff are working effectively in their team and triangulate this with monitoring information 	<p>MA</p>	<p>LF and JG: termly Room Reviews, including rating scales – ICP; ECERS-3; ITERS-3; SSTEW; MOVERS</p>	<p>In last third of each term</p>
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All of the activity above contributes to:

- An inclusive EYFS curriculum in operation with high ambition for every child, regardless of backgrounds. All staff share this ethos and work towards it every day. Assessment is used well to improve learning, and is not burdensome.
- Children are developing strong relationships with key people, wider staff team, and with each other. Children are developing their self-regulation (emotional and cognitive). Children remember key milestones from our curricular goals and make progress towards the appropriate goal/s. Children with SEND are included in this ambitious curriculum.
- Scores in rating scales reflect this excellent provision, and quick action is taken where necessary to make improvements.
- Pilots are showing promising impact, or are being phased out: Talking Time, Metacognition, Physical Development

Aim: Implement the revised EYFS, supported by evidence-informed Professional Development

Objectives: all staff understand the changes to the EYFS Statutory Framework and are confident to use the revised *Development Matters*. The school learns alongside partners in the Newham Communication Project, which we're leading, using a Joint Practice Development model.

Objectives	Monitoring lead	Evaluation	Key milestones
<p>Professional development (JG)</p> <ul style="list-style-type: none"> • Staff take part in the briefing about changes to the EYFS including the special focus on communication, health and the 7 Key features • Sheringham leads and takes part in the Newham Communication Project, led by MP • Explore and evidence: Physical Development, led by RB 	LF	LF and JG: room review	<p>EYFS: September</p> <p>Communication Project: October – July</p> <p>Physical Development: October - May</p>
<p>Implementation of PD (JG)</p> <ul style="list-style-type: none"> • Restart the toothbrushing programme • Staff using the key strategies from the Newham Communication Project every day • Review and update the Curriculum and Assessment policy (MP) • Staff ensure that the majority of assessment is focused on key aspects of the prime areas and then aspects linked to key milestones in policy, where children need extra support to make progress through the curriculum (LF) 	LF	<p>MP (communication): using NFER evaluation for observation points (staff knowledge; staff practice)</p> <p>MP (metacognition): as part of research project with UCL IOE</p> <p>FJ (talking time): as part of research project with UCL IOE. Comparison and discussion of progress of TT children compared to all other children (NB not matched/RCT)</p> <p>JG (Physical Development) using items from MOVERS scale</p>	<p>Toothbrushing: September</p> <p>Curriculum and Assessment: September</p> <p>Child login: November</p> <p>Talking Time: September – March</p>

<ul style="list-style-type: none">• Staff ensure that Tapestry is used to boost our partnership with parents, to support children’s learning (LF)• Pilot: children are using the child login on Tapestry to develop their metacognition, through regular semi-structured conversations (MP)• Pilot: 16 children engage in Talking Time (FJ)• Pilot: 16 children access an enriched Health and Physical Development programme in nursery and at home, based on PANCO training (RB)			Health and Physical Development: October - May
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Section 2: additional support

Aim: Tiered approach to Early Help, using new LA materials

Objectives: families of children who need extra support for their development and health get that help quickly, so problems don't escalate.

Objective	Monitoring lead	Evaluation	Key milestones
<p>Early Help: stopping small issues from becoming big problems</p> <ul style="list-style-type: none"> • Settling-in and key person approach includes a strong focus on helping children to make strong, healthy relationships with adults and other children (LF) • Key people give advice and put strategies into place in partnership with parents as needed, as part of the settling-in process (LF) • Where families need more help (Tier 1): team leaders make rapid referrals to the BSIL inbox with the consent of families in key areas of toilet-training, healthy eating/living, emotional development and behaviour, online/screentime guidelines. Families access Triple P tips online, in group sessions, and through 1:1 help. Families complete the full Triple P programme with Marie and Hanifa. Tier 1 is planned and reviewed using the revised Family Intervention Plan (MDS & HM) • Time-limited support for families with greater needs (Tier 2) – generally after Tier 1 support - 	<p>LF</p>	<p>DR, using objectives from FIPS and EHRs</p> <p>Triple P families: before/after assessment information from the nursery school team using the EY Toolbox for families accessing the full Triple P programme.</p>	<p>November to July</p>

<p>multi-agency support which is co-ordinated by the Early Help Record (KR)</p> <ul style="list-style-type: none">• Children and families who may be vulnerable at the point of transition are referred to the summer programme for additional support (KR)			
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Section 3: wider strategies

Aim: Understand and support staff wellbeing better

Objectives: staff concerns and positive feelings of satisfaction are regularly checked and analysed. Approaches drawing on Mental Health First Aid programme are used quickly and appropriately.

Objectives	Monitoring lead	Evaluation	Key milestones
<p>Taking Steps to improve staff wellbeing</p> <ul style="list-style-type: none"> • Attend training with Anna Freud Centre to inform and help us improve our plans and actions (LR) • Staff health and wellbeing library and other resources (NP) • Staff boosters, taking account of feedback (NP) 	JG	Chair of governors: actions put into practice and received positively by staff or adapted (surveys)	<p>Training: during autumn term</p> <p>Library: by start of Spring 1</p> <p>Staff boosters: ongoing</p>
<p>Checking we are supporting staff wellbeing</p> <ul style="list-style-type: none"> • Use the Anna Freud tool and other evidence-informed approaches to evaluate and take actions where appropriate (LR) • Coaching alert system – with agreement around confidentiality, school coach will raise wellbeing issues with the HT 	JG	Chair of governors: indicators show improved wellbeing; evaluation of coaching indicates that it supports wellbeing as well as improving effectiveness	<p>Evaluation tool: Autumn 2 and Summer 1</p> <p>Coaching alert: ongoing</p>

Aim: Further support the Home Learning Environment, drawing on learning from the lockdown

Objectives: parents regularly chat, play and read with their children.

Objectives	Monitoring lead	Evaluation	Key milestones
<p>Encouraging every parent to spend time every day chatting, reading and playing with their child</p> <ul style="list-style-type: none"> • Review of our Essential Books and Rhymes Collection (LF) • Check resources, including online materials (LF) • Regular cycle of WhatsApp messages to parents focused on the Essential Books and Rhymes Collection and Hungry Little Minds resources (LR and LF) • Support for parents to access and use the <i>Parent Guide to the EYFS</i>, created by the team at Sheringham Nursery School and Children’s Centre (FJ) 	<p>JG</p>	<p>Books and rhymes promote positive images and narratives (diversity including anti-racism and gender equality)</p> <p>High-levels of access of online materials by parents</p> <p>Parents are aware of the Parent Guide; staff use it to structure review meetings</p>	<p>End of term 1</p> <p>Ongoing</p> <p>Children’s Progress Days in terms 1, 2 and 3</p>
<ul style="list-style-type: none"> • Bespoke support for parents without the devices they need to access these materials (LF) • Bespoke support for Chat, Play, Read where children need additional support with their communication (LF) 	<p>JG</p>	<p>Parents without appropriate devices don’t miss out on information</p>	<p>Ongoing</p>