

School Development Plan

School: Wingate Primary School

Subject: Foundation Stage

Subject Leader: Mr L Binks Date: 2022-23

Context: Where we are now:

- Data for 2021/22 shows 57% of the cohort have achieved a Good Level of Development - that is a '2' in all areas of learning.
- Policy and guidelines for the early years is in line with the new Early Years Foundation Stage Statutory Framework (2021) guidelines and this has been in place for 1 year and has been reviewed (continue on a yearly basis)
- Partnership with parents is good. Parents are kept informed of their child's progress through one to one meetings, scheduled phone calls, induction meetings, letters home regarding topics, coffee mornings and an open door policy.
- Indoor and Outdoor learning areas have been continuously improved and reviewed to promote independent learning that is accessible for the children; with a range of resources to promote independence and child-initiated learning through the Early Excellence training, alongside careful adult interactions. All areas have been restocked and replenished where needed and arranged in a way which promotes independent writing and opportunities to promote executive functioning
- Foundation Stage teachers and Teaching Assistants have attended relevant CPD courses to support and extend teaching and learning and keep up to date with current issues.
- Outdoor learning programme is successfully being completed by children in Emma's Garden in the school grounds. Children are becoming resilient, creative and independent through these sessions.
- Full use is made of the school grounds e.g. sound walks, nature walks, environmental walks, sensory garden, picnics and apparatus.
- Children also make use of the locality such as visiting the library.
- We continue to develop good liaison with Wingate Nursery School and other feeder Nurseries.
- A class charter supporting Children's Rights alongside a class play charter and writing charter has been developed with the children and is embedded into the ethos of the Foundation Stage additionally to this, any issues in areas can be resolved by creating charters for explicit areas in order to remind the children of how to act in each area that requires this - construction area etc..
- Transition from Reception into KS1 is managed effectively through discussions, visits to the new classrooms and discussions/lessons from the jigsaw PSED planning.
- Throughout the year children's interests are monitored and sought via open ended resources, lightbulb sheets that are sent home and listening to children's interests. This then feeds into provision planning and is linked to EYFS curriculum.
- Teaching and Learning is effectively planned for following the EYFS Statutory Framework (2021) and the Reception long term curriculum.
- Planning continues to further promote children to learn for a purpose through real life experiences and problems solving.
- Long term continuous provision plans created to show links to EYFS, adult interactions (questions and discussions to have with children) and how to store the resources.
- Outdoor bikes and scooters are accessible for children to use and mathematic opportunities are linked to this.
- Aiming to provide regular visits to areas of interest to the children to provide experiences in order to enhance writing e.g. the pharmacy, library
- Characteristics of effective learning and Leuven scales for well-being and involvement are monitored and applied to interactions from staff.
- Circurama and Brian Honour (football coach) brought into school to develop PE skills. Children have 2 sessions of PE each week and at least 1 session when they change into PE kits to give children more practise of putting on and taking off uniform independently.
- Long term plan has been developed to show children's learning journey throughout the year. This will be amended and tailored to each new year groups needs
- Planning has been further adapted to show enhancements of continuous provision with direct reference to children's learning and interests - Easily found in red trays around Reception areas.

What we want to improve:

- To provide more opportunities for Reception parents and carers to come into school and develop a closer relationship with Reception and our school – through coffee morning and Outdoor learning events.
- To use the local area to develop a sense of belonging to the village of Wingate and to have an awareness of the area around them – park, woods etc.
- To continue to use the Characteristics of Effective learning and the Leuven scales of well-being and involvement to develop and provide sustainable opportunities for children to access all strands of the EYFS in our own assessment proforma.
- To continue to fully embed Gem Project throughout Reception so children understand how to get the various powers (work with Tom Robson for this) and how to communicate effectively and in full sentences.
- To continue to develop children's phonic knowledge to enable them to apply this throughout their learning via phonics programme – Bug Club.
- To further develop the 'Outdoor Learning sessions' for children to learn about their natural environment.
- To work with our new Reception team and embed our curriculum through the new adults.
- Continue to develop computing skills ready for Year 1.
- To enable children to develop good mathematical knowledge through maths talk to demonstrate an understanding of various mathematical concepts.

Improvement Activities	Time	Resources	How we will check our progress
<i>Key tasks for Foundation Stage Leader:</i> Review and update Foundation Stage Policy and Guidelines.	April 2023		Head Teacher to monitor and approve completed document.
Work with staff in YR to effectively utilise Emma's Garden	Ongoing		Head Teacher, Foundation Stage Leader and staff to review.
TA and Teachers to teach PE sessions 2/3 times a week and provide opportunity for children to develop independence when dressing into PE kits.	Ongoing		Head Teacher, Foundation Stage Leader and staff to review.
Continue to monitor Long Term Planning in respect of seven areas of learning and effectiveness of content.	Ongoing		Reception Team and Head Teacher to monitor Foundation Stage Planning
Dialogue and meetings with colleagues, ongoing discussion with Head Teacher, staff and teaching assistants about all aspects of the Foundation Stage planning and curriculum, assessments, resourcing, training needs, children's progress etc, information to and from parents about children.	Weekly	FS meetings with HT, TA's and other staff where appropriate	

Audit of staff skills linked to training - EEx training	Ongoing	CPD file/ Early Excellence Twilights/ Perf man with TA's and HLA's	
Attend courses/conferences and cascade to staff -see CPD	Ongoing	CPD file/ Early Excellence Twilights	Head Teacher to monitor Foundation Stage teachers and teaching assistants to discuss training needs.
Monitor classroom observations with a specific focus when subject is under review.	Ongoing		
Embed Computing basic skills in preparation for KS1 and possible lockdowns	On going	iPads, IWB, Beebots, keyboards in phonics sessions	Teacher's and TA's to liaise with KS1 staff and monitor basic skill progress. Use assessment packs and exceeding statements as to where children need to be up to.
Meet as a time to develop our beliefs and values - what we believe our job will be this year and what we feel we can offer the children that come through our door in September.	On going	Cover and time out to sort	

How we will sustain improvement:

- Ensure that this SDP takes into account our commitment to Children's Rights in accordance with our designation as a Rights Respecting School.
- Termly teaching basic skills to the Reception children. Provide opportunities for children to explore the laptops and iPads - possibly swap with MB/AB for a computing session when appropriate.
- Teach specific ICT skills with children each term
- Continue to develop strong partnership with parents by inviting parents and carers to coffee mornings or afternoon tea/picnics for Reception specifically and phone calls to parents.
- Continue to develop indoor and outdoor play provision specific to children's needs - monitor through videos of lessons on iPad.
- All Foundation Stage Practitioners to continue to attend relevant courses.
- Subject leader to continue to improve standards across the seven areas of learning (Prime and Specific).
- Continue good liaison with feeder nurseries.
- Time to develop our long term plan and apply our Reception teams values and beliefs into it.
- Use our Maths teacher CF to deliver maths talk sessions each week to children in small groups.