



# Downs Infant School: School Development Plan 2021-22 OVERVIEW



<b>KEY ISSUE 1: Raise attainment in writing alongside embedding the core skills and strategies that make children effective readers and writers</b>		
Milestone 1 – December 2021 Children engaged and motivated to write in all year groups	Milestone 2 – March 2022 Writing phonics attainment closely mirrors reading attainment	Milestone 3 – July 2022 NMM results higher than 2021

<b>KEY ISSUE 2: Our curriculum, particularly for foundation subjects, reflects the needs of our community, and assessment is accurate and supports next steps for pupils and the school</b>		
Milestone 1 – December 2021 Autumn Term curriculum meets the needs of the school community including re-planning units where necessary.	Milestone 2 – March 2022 Subject leaders are able to access Tapestry assessments	Milestone 3 – July 2022 Subject leaders' action plans for 2021-2022 are based on assessment data

<b>KEY ISSUE 3: Post-Covid wellbeing and learning is supported for children through opportunities to develop through play so that children demonstrate the characteristics of effective learning, and for adults by considering workload as well as mental health and wellbeing</b>		
Milestone 1 – December 2021 Curriculum plans for all year groups identify opportunities for areas which can be developed in continuous provision, and environments are resourced appropriately	Milestone 2 – March 2022 Children in Year 1 and Year 2 demonstrate their learning through play across a range of subjects and staff survey/governor monitoring reports positively on staff wellbeing	Milestone 3 – July 2022 Pupils are observed to be independent in their use of the learning environment and actively seek challenge

<b>KEY ISSUE 4: All school education professionals are familiar with the new EYFS and what it means for their teaching so that progression is supported throughout the school</b>		
Milestone 1 – December 2021 All teachers and support staff have had training on the new EYFS	Milestone 2 – March 2022 All subject leaders consider the new EYFS in planning and progression	Milestone 3 – July 2022 Reception staff are confident in their judgements about the EYFS ELGs and Y1 staff are confident about next steps

<b>KEY ISSUE 5: Systems for supporting pupils with SEND are effective so that pupils with SEND make good progress and genuine inclusion is achieved, particularly where intersectionality threatens to multiply disadvantage and place pupils' outcomes at risk.</b>		
Milestone 1 – December 2021 Allocations of adult support for pupils with SEND are made based on need and staff have appropriate experience and/or training.	Milestone 2 – March 2022 Interventions for pupils with SEND are effective and having impact.	Milestone 3 – July 2022 Pupils with SEND have made good progress from their starting points, and are included in the school positively.



## Downs Infant School: School Development Plan 2021



<b>KEY ISSUE 1: Raise attainment in writing alongside embedding the core skills and strategies that make children effective readers and writers</b>		
<p><b>Rationale for Key Issue 1:</b> Use of No More Marking for assessing writing in KS1 indicated that some areas of writing needed development, in particular, handwriting and spelling, both of which were developed in the past 2 years. Further examination of the writing curriculum revealed that there was a need to develop a clear progression schema for the teaching of writing and that staff CPD on writing had been neglected. SPP review and workshop 2020 revealed a need to review resources for consistency, and lockdown teaching created space to reflect on teaching sequencing and pedagogy esp for phonics.</p>	<p>Allocated Budget for Key Issue 1: £200 NMM, £2000 books, plus PDM time Linked Governors: Data team</p>	
<b>FIRST REVIEW:</b> December 2021	<b>SECOND REVIEW:</b> March 2022	<b>THIRD REVIEW:</b> July 2022
Milestone 1 – December 2021 Children engaged and motivated to write in all year groups	Milestone 2 – March 2022 Writing phonics attainment closely mirrors reading attainment	Milestone 3 – July 2022 NMM results higher than 2021

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Progression document for phonics and overview for writing for all year groups is in place so that children have the skills and resources they need to be writers.	Aut 2021	Alison Harrex	SL time, resources	Document available for planning		All children have the resources they need to be confident writers.

All teaching staff are confident about phonics phases and what children need to be working within them and progressing through them.	Aut 2021	Alison Harrex	PDM	Staff knowledge, recording sheets, assessment data		All staff can confidently and accurately describe the aspects of the phonics phases and use this knowledge to support progression and fill gaps.
All adults are making effective use of agreed phonic resources to support children's learning and promote independent application.	Autumn 2021	Alison Harrex	Laminating and admin time. Appraisal target for all staff.	Resources in use		Children are able to independently apply their phonic knowledge to writing.
Leaders are satisfied that Downs Infants phonics meets the DfE requirements of systemic synthetic phonics, and accreditation is applied for if this is necessary.	Autumn 2021 by March 2022	Alison Harrex and Kirsty Cargill	Time to audit and research. May need artwork if accreditation is required	Phonics scheme audit meets requirements. Accreditation?		Children make excellent progress in phonics and this is evidenced across their English learning and application. Downs Infants phonics meets the requirements from the DfE by March 2021.
Assessment identifies gaps in learning which are then accurately planned for – this will look different in different year groups but must be based on detailed assessment and understanding of pupil need.	Autumn 2021	Alison Harrex with year leaders	Assessment materials and year group planning time, make use of existing resources from lockdown for teaching.	Pupil attainment in phonics – assessment data over time shows gaps are addressed.		Pupils in year 1 and year 2 pass the phonics screen, and apply to reading and writing – evidenced in reading and writing assessment data.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> Alison <b>Activities:</b> Examine resources, pupil voice, look at pupil writing with them, staff voice on confidence, discussion with Alison about her monitoring.					<b>Implications for next term</b>	
<b>Objectives and Actions to Address Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
Ensure high quality training in Talk 4 Writing.						

Address 'literature spine' so that adults can answer: 'why this text at this time to these pupils?'						
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> Alison and Kirsty <b>Activities:</b> Review example of phonics tracking sheets and reading records/assessments, listen to some pupils read and observe them write. Talk to staff about their choices of class books and texts.					Implications for next term	
<b>Objectives and Actions to Address</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Key Issues RAG @ Review</b>						
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> Hildi, Alison <b>Activities:</b> Review available end of year data					Implications for next term	

**KEY ISSUE 2:** Our curriculum, particularly for foundation subjects, reflects the needs of our community, and assessment is accurate and supports next steps for pupils and the school

<b>Rationale for Key Issue 2:</b> While class teachers have good knowledge about the attainment of their pupils in foundation subjects, subject leaders have less understanding about the attainment and progress of children outside their year group in their subject and this can hinder whole school developments. Previously, de-tracker was implemented for foundation assessment but this was never embedded as it was clumsy and the workload was inappropriate. A clearer, more manageable system of assessment will ensure progression in key skills and knowledge is robust.	Allocated Budget for Key Issue 2: £600 for SL release time plus INSET and PDMs	
	Linked Governors: HT PM team	
<b>FIRST REVIEW:</b> December 2021	<b>SECOND REVIEW:</b> March 2022	<b>THIRD REVIEW:</b> July 2022
Milestone 1 – December 2021 Autumn Term curriculum meets the needs of the school community including re-planning units where necessary.	Milestone 2 – March 2022 Subject leaders are able to access Tapestry assessments	Milestone 3 – July 2022 Subject leaders' action plans for 2021-2022 are based on assessment data

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Teachers assess Foundation subjects using Tapestry.	Aut 2021	Subject leaders – with AHTC	PDMs, joint INSET with other infant schools if possible (Covid)	Assessment data is available on Tapestry		Subject leaders are able to make use of assessment data to inform actions in their subjects.
All subject teams review and rewrite Intent, Implementation and Impact' statements to reflect our school.	Aut 1 2021	Subject leaders – with AHTC	PDMs	3 I statements		Subject leaders can speak about their subject with knowledge and passion.
Rolling programme of subjects: Subject leaders collect evidence in different ways: drop in's, talking to children, being part of Continuous provision.	Rolling programme	Subject leaders – with AHTC	Subject leader time	Subject leaders to record on simple forms		Subject leaders know how their subject is being taught and what, and how, children are learning.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> AHTC, Subject leaders <b>Activities:</b> Look at Tapestry assessments and discuss with children.					<b>Implications for next term</b>	
Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
PDM time for moderation and agreement of foundation subject judgements.	Spring Term	HT/AHTC	PDM time, leadership time	Tapestry statements		Clarity of judgements in Tapestry for foundation subjects.
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> HT, AHTC, Subject leaders <b>Activities:</b> Discussions with SLs					<b>Implications for next term</b>	

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> HT, AHTC, Subject leaders <b>Activities:</b> Review available end of year data and discuss action plans for next year					<b>Implications for next term</b>	

**KEY ISSUE 3: Post-Covid wellbeing and learning is supported for children through opportunities to develop through play so that children demonstrate the characteristics of effective learning and for adults by considering workload as well as mental health and wellbeing.**

<b>Rationale for Key Issue 3:</b> Our EYFS data is strong compared to local and national, but children in Y1, although historically producing strong phonics data, do not achieve as highly in core curriculum areas as this data would suggest they should. Pupils and parents have historically expressed worries about the move to KS1. After lockdown we are concerned to respond to the whole child and to ensure that children have developmentally appropriate and necessary experiences. Literature on learning stresses the importance of engagement and application to new contexts for deep and lasting learning.		Allocated Budget for Key Issue 3: £2,000 resources plus an additional £4,000 for outside resources budgeted separately Linked Governors: Data team	
<b>FIRST REVIEW: December 2021</b> Milestone 1 – December 2021 Curriculum plans for all year groups identify opportunities for areas which can be developed in continuous provision, and environments are resourced appropriately	<b>SECOND REVIEW: March 2022</b> Milestone 2 – March 2022 Children in Year 1 and Year 2 demonstrate their learning through play across a range of subjects and staff survey/governor monitoring reports positively on staff wellbeing	<b>THIRD REVIEW: July 2022</b> Milestone 3 – July 2022 Pupils are observed to be independent in their use of the learning environment and actively seek challenge	

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and	Success Criteria
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					actions following governance visit	
Year two adopt a school day to include periods of time for Continuous Provision, as well as appropriate periods for direct instruction, challenges and focussed group work.	Autumn 2021	KC and AH	May involve consultation on restructure of school day.	Observation, Tapestry, pupil voice, pupil outcomes.		Children in year 2 are motivated and engaged learners. Attendance is high and school refusal and anxiety is low. Pupils are proud of their learning and understand that CP contributes to their learning.
Time for SMT to meet with year 2 lead and join year 2 planning meetings.	Autumn 2021	KC and AH	Leadership time	Observation of Y2 and pupil/staff voice, outcomes.		Year 2 established CP and children make productive use of the time and resources so that learning is supported and extended and children's needs are met.
All staff receive training about successful continuous provision. Appraisal targets for all on CP including taking a proactive approach to CPD.	Through out the year	PDMs from KC	PDM time, appraisals.	Staff voice, observations in environment.		Staff are skilled in moving on learning in all learning environments.
Links are established with similar schools so that we can learn from each other. Moderation activities are in place to ensure that outcomes are high and that we are able to get the evidence we need if we are moderated by the LA.	Autumn Term	KC	PDM time, leadership time – consider a visit and the costs of this.	Evidence of visits and impact through discussions with staff about changes made, problems solved.		Staff confidence in delivering the curriculum in this way is high and outcomes are high.
FODIS approached for funding	Autumn	KC	£2,000 for each year group to further extend equipment	Resources in place.		Resources in place and learning is supported and extended.
All stakeholders understand how Downs Infant School pedagogy supports deep and lasting learning. Governors are involved in development of strategy document which places this front and centre.	Autumn 2021	HM, KC and the governing body	Governor time, leadership time	Documents and presentations for stakeholders.		All stakeholders understand the purpose of this strategic direction. High levels of staff and parent/carer buy in.

'Stakeholders' to include parents and Downs Junior School.						
Staff have access to support for their physical and mental health through SAS buy in, and are skilled up in being able to support self and others appropriately by having high quality training in this area.	Autumn 2021	HM/AM and AiH (as staff governor)	PDM time, SAS contract, training costs £200	Training evaluation and impact. Staff voice.		Staff are able to support self and others with mental health challenges in a professional and appropriate way so that absence is reduced and relationships are positive. Sustainable support for staff so that leaders and line managers do not burn out.
Investment in staff areas to support relaxation and refreshment and working areas to meet needs.	Autumn 2021	HM, AM, MB, CK	Funding of £300, parent volunteers, time	Observation of site and resources, staff voice.		Staff are able to manage work pressures by being able to escape from these during the school day and by having the resources and space they need to be able to do their jobs.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> AHTC, Year leaders, AHTP <b>Activities:</b> Discussion with all staff, stakeholders and pupils. Teachers to share moderation examples of recorded learning and discussion. Observations of pupils.					<b>Implications for next term</b>	
<b>Objectives and Actions to Address Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> AHTC, Year leaders, AHTP, TAs <b>Activities:</b>					<b>Implications for next term</b>	
<b>Objectives and Actions to Address Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and</b>	<b>Success Criteria</b>



					<b>actions following governance visit</b>	
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> AHTC, Year leaders, AHTP <b>Activities:</b> Discussion and review of data					<b>Implications for next term</b>	

**KEY ISSUE 4: All school education professionals are familiar with the new EYFS and what it means for their teaching so that progression is supported throughout the school**

<b>Rationale for Key Issue 4:</b> A new EYFS framework comes in September 2021 and the ELGs are substantially changed. The supporting documents offer a range of ways of implementing these changes, and the school needs to ensure a consistent approach. It is expected that all staff should be able to teach throughout the infant age range, and therefore all staff need to be in touch with these changes. All subject leaders and teachers need to be aware of how these changes will impact on progression through the school.	Allocated Budget for Key Issue 4: £1,000 training Linked Governors:	
<b>FIRST REVIEW: December 2021</b>	<b>SECOND REVIEW: March 2022</b>	<b>THIRD REVIEW: July 2022</b>
Milestone 1 – December 2021 All teachers and support staff have had training on the new EYFS	Milestone 2 – March 2022 All subject leaders consider the new EYFS in planning and progression	Milestone 3 – July 2022 Reception staff are confident in their judgements about the EYFS ELGs and Y1 staff are confident about next steps

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Teachers and support staff are using the new curriculum and plans reflect new ELG's.	Autumn	HJ with support from KC	Leadership time	Staff understanding of curriculum		Pupils are taught effectively and achieved the new goals (end of year target)

				evident in planning and practice.		
Online learning platform 'Tapestry' is adapted to use new curriculum and staff have an understanding of the changes.	Autumn	HJ with support from KC	Leadership and year group meeting time.	Tapestry set up and used.		Tapestry is being used to record in Reception and it meets needs
Teachers throughout the school are aware of the changes and what this may mean for pupils coming to them in subsequent years.	Autumn	HJ/KC	PDM time	Staff voice		Staff in other year groups able to support pupil progress.
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> EYFS lead, teachers, HT <b>Activities:</b>					<b>Implications for next term</b>	
<b>Objectives and Actions to Address</b> <b>Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<b>Implications for next term</b>	
<b>Objectives and Actions to Address</b> <b>Key Issues RAG @ Review</b>	<b>Time Scale</b>	<b>Led by</b>	<b>Cost/Resources</b>	<b>How will this be evidenced?</b>	<b>Governors' evaluation questions and actions following governance visit</b>	<b>Success Criteria</b>
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<b>Implications for next term</b>	

**KEY ISSUE 5: Systems for supporting pupils with SEND are effective so that pupils with SEND make good progress and genuine inclusion is achieved, particularly where intersectionality threatens to multiply disadvantage and place pupils' outcomes at risk.**

<p><b>Rationale for Key Issue 4:</b> Changes in the assessment framework for SEND pupils from 'P' levels to the engagement framework need to be embedded so that pupils working at these levels can have their achievements and progress recognised. SEND support can be expensive and so the school needs to ensure that we work as smartly as possible to meet the needs of these pupils and ensure that the school is an inclusive school. Parent/carer feedback on inclusion for pupils with SEND, and BAME families indicates more can be done to ensure that these children and families see themselves reflected as part of the school community and in the resources used. In particular, we are aware of the impact of intersectionality for pupils who may be at risk of disadvantage by belonging to more than one group.</p>		<p>Allocated Budget for Key Issue 4: £1,200 training, resources and time Linked Governors:</p>
<p><b>FIRST REVIEW:</b> December 2021</p>	<p><b>SECOND REVIEW:</b> March 2022</p>	<p><b>THIRD REVIEW:</b> July 2022</p>
<p>Milestone 1 – December 2021 Allocations of adult support for pupils with SEND are made based on need and staff have appropriate experience and/or training.</p>	<p>Milestone 2 – March 2022 Interventions for pupils with SEND are effective and having impact.</p>	<p>Milestone 3 – July 2022 Pupils with SEND have made good progress from their starting points, and are included in the school positively.</p>

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
Agreed methods of recording assessment levels in place for first assessment period (12 weeks).	November 2021	HM/JH	Leadership time, admin time, PDM to explain	Assessment docs in place		Teachers as well as leaders have the information they need about pupil progress in a form that is useful for them to take action where required.
Data is collected about the impact of all interventions.	Half termly	JH	Time and purchase of	Data is available.		Data informs decisions about interventions.

			assessments where required.			
Support for new pupils is in place and this to include EHCP applications for pupils, commissioning of support through BHISS and applications to the BAP panel for pupils not previously known to us or the LA. May require recruitment or additional budgeting.	Oct half term	JH	Cost of staff where needs were not known. Training for staff.	Support in place: few behavioural incidents, pupil progress data, pupil and parent/carer voice.		Pupils are well supported so that they enjoy school, are motivated to engage, and as a result make good progress from their starting points.
Staff are knowledgeable about the children they may need to work with, and understand and can use effective strategies to support them. SEN meetings and line management established to support this.	Throughout the year	JH	Appraisal targets for INAs, training and regular SEN team meetings.	Observations, reviews of data for pupils.		We have a flexible and responsive SEN team which is able to support all pupils in need so that they are included and make good progress from their starting points.
Pupils with SEND have positive self image and are viewed positively within the school community. Resources in school are up to date and offer positive experiences of representation.	Through out the year	JH/HM/GC	Books and resources, assembly times, use of PSHE resources	Resources are in place.		Pupils have positive self image, are motivated and enjoy school. Pupils without SEND understand that to be different is not to be inferior and all pupils see a range of different bodies and abilities in the resources used in school.
The importance of intersectionality is understood by school leaders and all pupils are able to see themselves represented and celebrated in the school as unique children. School engages with parents and carers. Leaders attend training and are able to support staff and parents/carers in being able to talk about a range of differences: disability, SEN, race, language, sexuality etc.	Black History Month	FC/HM	Books and resources, assembly times, use of PSHE resources	Parent/carer forums, parent/carer volunteers, resources, displays, logs of incidents	All pupils and families, particularly those of BAME backgrounds are able to see themselves represented and celebrated in the school. Parents and carers are involved in open and honest dialogue. Parents are supported in knowing how to talk about differences with their children in response to children's natural curiosity. School is able to challenge racism.	
<b>Evaluation Term 1: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> EYFS lead, teachers, HT <b>Activities:</b> Pupil voice, review resources, review assembly videos, parent/carer voice					<b>Implications for next term</b>	

Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
<b>Evaluation Term 2: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<b>Implications for next term</b>	
Objectives and Actions to Address Key Issues RAG @ Review	Time Scale	Led by	Cost/Resources	How will this be evidenced?	Governors' evaluation questions and actions following governance visit	Success Criteria
<b>Evaluation Term 3: DATE</b> <b>Governors Involved:</b> <b>Staff involved:</b> <b>Activities:</b>					<b>Implications for next term</b>	