

Comper Foundation Stage School

School Development Plan 2021 - 2022

Vision

At Comper we believe that a child's earliest experiences lay the foundations for their self-confidence, well-being, and later learning.

At Comper we give children the best possible start in life. We are committed to providing the highest quality of education and care for our young children and their families. Comper children will be curious learners with a strong desire to question the world around them. They will know that their learning and the opportunities available to them are limitless. At Comper we want all our children to leave with the self-confidence to be able to enjoy positive, healthy, safe relationships and to celebrate the diversity in our community and the wider world.

Ethos

We seek to foster a close partnership with parents and carers, where inclusive opportunities, good communication and a shared purpose and responsibility are at the heart of our school community. We celebrate the rich diversity of our community and encourage our children and each other to be open minded and learn from each other's life experience. We celebrate and value each child's individuality putting their emotional wellbeing at the heart of everything we do. Comper is a loving, nurturing environment that is passionate about developing curious young minds, working with reflective practitioners, and having fun while learning and working together.

Our Aims:

- We work with parent/carers and the local community so that together we can build children's confidence, self-esteem and support them to have a strong sense of belonging
- We are an inclusive school that welcomes and supports each child's uniqueness
- We put learning and exploring through play at the heart of our approach
- We aim to stimulate curious learners in a calm, consistent and purposeful environment, while also having fun!
- We celebrate and build on our children's experiences, supporting them to achieve their full potential academically, emotionally, and physically
- We encourage a healthy attitude towards life and learning.

Values: Love, Curiosity, Courage, Aspiration

OBJECTIVES FOR 2021-2022

Objective 1	To develop a broad and balanced curriculum based on the new EYFS framework that ensures strong outcomes in all curriculum areas.
Objective 2	To develop assessment procedures to ensure children's progress is monitored and tracked rigorously
Objective 3	To actively promote positive well-being and mental health for all stakeholders associated with Comper
Objective 4	To develop a robust working relationship with SSMJ School, to maximize the impact of quality learning experiences for all children from FS to Y6.

OBJECTIVE 1 (Quality of Education)

To construct a curriculum that is ambitious and inclusive and designed to give children, particularly the most disadvantaged, the knowledge, self-belief, and cultural capital they need to give them the best possible start to their early education.

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
1.1 Develop the role of subject leads in prime and specific areas of the curriculum	Autumn 2021 – Autumn 2023	Headteacher	Meeting time CPD Cover for subject leaders to be released.	HC/JE - Govs	Year 1: <ul style="list-style-type: none"> All subject leaders support a culture of continuous improvement as an expectation for all, through sharing of best

					<p>practice, development of pedagogy and continuous professional development.</p> <ul style="list-style-type: none"> • All subject leaders have a clear vision and understanding of what works well for our children and the areas identified for development and improvement • Subject leaders action plans (with monitoring schedule) are in place and reflect the above. • Attend SLT once a long term to give an update on subject area
1.2 To map out the curriculum from daycare to reception across all seven key areas of learning through developing long term curriculum maps that reflect the richness and diversity of our community.	By end of summer term 2022	Teachers under the guidance of setting leads and subject coordinators	<p>Maths consultancy fees</p> <p>Cover for subject leads</p> <p>Meeting time overtime if needed</p>	<p>HC - Gov</p> <p>Full governing body to ratify when complete</p>	<ul style="list-style-type: none"> • Curriculum content will be based upon accurate assessment of children's learning, interests, backgrounds, and development. • Parents will have had an opportunity to contribute their curriculum ideas and wishes and these will be included wherever possible • Long term curriculum maps will form the basis of planning meetings and ensure coverage of key skills and knowledge that we have identified are important for our children • Up to date long term curriculum maps will be on the website • Up to date curriculum vision will be on the website • There will be a clearly outlined progression of knowledge and skills in place from daycare to reception that is reflected in planned activities, resources used and interactions

					<ul style="list-style-type: none"> • All areas of the EYFS will be well planned and provided for as well as including the children's loves and interests to engage all children in their daily learning. • Monitoring will show that children are highly engaged and immersed in their learning and are making excellent progress from their identified starting points • Parental feedback about teaching and learning will be positive and parental engagement will be high
1.3 To change to a new phonics scheme in YrR to ensure that we meet the new DfE Early Reading Framework 2021 requirements	By end of term 4 2022 – scheme in place	Headteacher with literacy subject leads (SO & AS) working together with phonics lead from SSMJ (BE)	£2700.00 – books and teaching resources. Overtime for staff to attend training	Headteacher from Comper in partnership with headteacher from SSMJ. HC/BC - Govs Monitored half termly	<ul style="list-style-type: none"> • Read, Write Inc (RWI) resources in place and organized for use by staff and children • All staff are trained in the practice and procedures of Read, Write, Inc • RWI phonics is being taught daily and monitoring shows that practice is consistent from all practitioners • Monitoring will show that the quality of phonic and early reading teaching will be at least good from all practitioners and outstanding from some • Phonetically decodable books aligned to the child's current phonics level are sent home to practice on a weekly basis • Early Reading parent meeting will have high attendance and parents will report feeling well informed • The gap in reading attainment will be closing for disadvantaged group • The majority of children will leave reception having met their ELG in reading

1.4 To improve the quality of teaching and learning in early numeracy skills	Autumn term 2021 – Autumn term 2023	Maths Leads (PF/SW) under the guidance of headteacher	Maths consultancy (NC) fees for CPD and curriculum planning support Cover costs to release subject lead	Headteacher & HC - Gov once every long term	<ul style="list-style-type: none"> ● All staff to have attended the Early Maths INSET day - September 2021 (Nathan Crook) ● Improved subject knowledge and confidence of all staff ● The long-term maths curriculum is redesigned showing a clear progression of skills and knowledge from daycare through to reception ● Staff are using the long-term curriculum plans to plan their weekly activities and resource ● Resources in the environment (both inside and outside) are carefully selected to spark curiosity around maths concepts ● Monitoring of adult interactions in the environment show a robust understanding of the maths curriculum and developmental stages in skills and knowledge ● Monitoring of tapestry observations shows frequent high-quality interactions around early maths skills, high levels of child engagement in maths in the environment ● Monitoring of adult led whole class and small group work with a maths focus shows a at least good and, in some cases, outstanding practice
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OBJECTIVE 2 (Quality of Education)

To develop assessment procedures to ensure children's progress is monitored and tracked rigorously

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
2.1 To introduce the Reception Assessment Baseline (RBA) in line with statutory requirements	Term 1 2021	Assistant Headteacher (SW)	Possible cover to ensure that staff have time to administer	Headteacher - AH - Gov	<ul style="list-style-type: none">● Reception staff trained on RBA – end of week 2 of term1● All children have taken the assessment baseline (unless exempt) by October 31st 2021
2.2 Introduce an assessment system to track children's progress across all seven key areas of the EYFS	Summer 2022	Assistant Headteacher	Possible purchase of new assessment tool to meet the requirements of the new EYFS Additional staff claims for overtime to attend staff meetings to learn how to use	Headteacher AH - Gov Half termly & every long term to check progress	<ul style="list-style-type: none">● All practitioners are working from Birth to Five matters to support teacher assessment decisions.● All staff are effectively using assessment system to record data● Data effectively monitors development and progress of children
2.3 Introduce rigorous assessment cycle and procedure	Autumn 2021	Headteacher	Possible cover costs to release staff to attend PPMs	AH - Gov	<ul style="list-style-type: none">● X3 assessment points throughout year.● Children's progress is agreed judgments of on track or not on track are made prior to Pupil Progress Meetings (PPMs)● X3 Pupil Progress Meetings (PPMs) which show children's outcomes, progress tracked, monitored and data analysed. Trends identified

					<ul style="list-style-type: none"> • All children not making expected progress in any area are identified and appropriate support/intervention delivered • All staff using birth to five matters to support teacher assessment judgements • Monitoring shows adults in class will understand the children's next steps and move on where needed.
2.4 Moderate assessment judgements across settings	Summer 2022	Assistant Headteacher and Nursery/daycare setting lead	Additional staff claims for overtime to attend staff meetings to learn how to use	Headteacher AH - Gov	<ul style="list-style-type: none"> • Staff are confident with their assessment judgements and have trust in other's judgements as children move between settings • Assessments of children are accurate across the school • Progress of children is excellent • Development - moderation with another EYFS setting is arranged

OBJECTIVE 3 (Behavior & Attitudes/Personal Development)

To actively promote positive well-being and mental health for all stakeholders associated with Comper

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
3.1 To promote and develop positive mental health and wellbeing for all staff and pupils.	Summer 2022	Headteacher	Additional staff claims for overtime to attend staff meetings to learn how to use	JE – x2/year	<ul style="list-style-type: none"> • Reviewed vision and ethos that puts emotional wellbeing of all stakeholders at its heart

					<ul style="list-style-type: none"> ● Whole school wellbeing strategy in place, co-produced by staff, governors, parents, and children ● Identified wellbeing lead in place ● Staff wellbeing survey results (beginning of summer term 2022) are positive and improved from Summer 2021. ● Staff report good or better levels of positivity and wellbeing at work and take an active role in looking after their own wellbeing and the supporting each other's ● Parent feedback around their children's emotional wellbeing is positive and that their children feel safe and secure
3.2 Family Links staff INSET (Kathy Peto) and follow up staff meetings	INSET - 4 th January 2022 Staff Meetings Terms 4-6	Headteacher	Free	Headteacher RW -Gov	<ul style="list-style-type: none"> ● Monitoring shows staff have an improved understanding of children's emotional health and staff awareness of their own emotional state ● Staff are taking responsibility for 'nurturing' themselves more and are taking time to encourage others to too ● Staff report improved work life balance in staff wellbeing survey ● Staff and children have a common language to communicate about emotions and feelings

					<ul style="list-style-type: none"> • When assessed on The Leuven Scales children show high levels of wellbeing • Children are calm and observed to be interacting respectfully with each other • Children are making good progress in developing emotional regulation strategies. This is evident through most children being at 'expected for PSED' • Children are observed to be supported well by adults to manage their emotions and feelings
3.3 Train two members of staff to be Family Links Parent Group Leaders	Summer 2022	Headteacher	Free	Headteacher RW - Gov	<ul style="list-style-type: none"> • Two members of staff trained as Family Links Parent Group Leaders • Run our first Parent Group Workshop • Parent Group Workshop was well attended • Parents who attended report positively on their experience and the positive impact on their family life
3.3 Re-write the behavior and policy in line with the Family Links approach to emotional regulation and behavior management strategies	End of term 3 2022	All staff	Free	Headteacher RW - Gov Ratified by FGB	<ul style="list-style-type: none"> • Monitoring shows consistency in approach to behavior management strategies • All staff following the behavior policy • Classrooms reflect the agreed policy approaches to the environment

					<ul style="list-style-type: none"> Children feel safe, secure, listened to and know the boundaries
3.4 Review Staff Code of Conduct to ensure it reflects Family Links ethos and has staff wellbeing at its heart	Summer 2022	Headteacher	None	JE - CoG Ratified FGB	<ul style="list-style-type: none"> All staff are adhering to the school Code of Conduct Staff meeting on psychological safety delivered Staff using basic psychological safety strategies to support communication Staff wellbeing survey results (beginning of summer term 2022) are positive and improved from Summer 2021. Staff report good or better levels of positivity and wellbeing at work and take an active role in looking after their own wellbeing and the supporting each other's
3.5 To continue to put emphasis on the EYFS curriculum being delivered outdoors wherever possible to support the many positive benefits this brings for children and staff	Ongoing	Headteacher/Assistant Head/Nursery/Daycare Lead	None	Headteacher HC - Gov	<ul style="list-style-type: none"> Timetabling ensures free flow to the outdoor for most of the day every day across all settings Planning shows that the outdoor is planned for and valued as much as the indoor Teaching and learning are observed to be happening outside whatever the weather Newly invested in waterproof clothing for children and staff is being well used Children are showing high levels of engagement and wellbeing outside when assessed on The Leuven Scale

OBJECTIVE 4 Leadership and Management

To develop a robust working relationship with SSMJ School, to maximize the impact of quality learning experiences for all children in both schools

ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
4.1 Communicate regularly between both sites (SSMJ & Comper)	From Autumn 2021 - ongoing	Headteacher	None	SLT JE - CoG	<ul style="list-style-type: none">• Headteachers meet fortnightly• Budget Meeting with finance teams from both schools every long term• Governors' partnership meetings every long term• English and Phonics Leads communicating regularly
4.2 Share good/best practice to aid transition	January 2022	Teachers/SLT	Cover to release teachers to visit other schools	SLT - termly BC - Gov Dec, March, June	<ul style="list-style-type: none">• Staff sharing in CPD• Visits between sites to observe best practice in both school's• Smooth transition for children as they move from FS to Y1
4.3 Monitor and moderate children's work between Foundation Stage and Year 1		Teachers/SLT	Cover to release teachers to visit other schools	Termly – FS and KS1 teachers SLT AH - Gov	<ul style="list-style-type: none">• Accurate assessment of children• Increased confidence in own assessment and trust in colleagues' judgements• Improved staff knowledge and skills

4.4 Develop a coherent approach to phonics teaching across FS and KS1	By Summer 2022	Literacy Team Leads (SSMJ & Comper) KS1 and FS teachers	£2700.00 – books and teaching resources. Overtime for staff to attend training	Headteachers (SSMJ & Comper) HC - Gov	<ul style="list-style-type: none"> • Children across FS and KS1 receive high quality phonics input • Excellent reading outcomes at end of YrR and Yr1 (PSC) • Children show greater levels of confidence in reading and writing • Increased reading for pleasure observed
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