



Meath Green Infant School

School Development Plan 2024 - 2025

Key Priorities 2024-2025

Priority 1	<ul style="list-style-type: none"> To improve the quality of children’s writing across EYFS and Key Stage 1 by focussing on the implementation of The Write Stuff and delivering high quality teaching of writing.
Priority 2	<ul style="list-style-type: none"> To implement the school’s revised curriculum plans. For all subject leaders to have a strong vision for their subject, to have a clear action plan, and to feel confident in leading a professional discussion around their subject responsibility.
Priority 3	<ul style="list-style-type: none"> To develop the school’s provision for supporting children’s social, emotional, and mental health needs by implementing targeted aspects of Zones of Regulation and participating in the Surrey Nurturing Schools Programme (2-year programme).

How is the School Development Plan Set Out?

- **Key Priorities:** The main areas that we need to prioritise.
- **Key Objectives:** The steps that we must complete to meet our priorities.
- **Actions:** The specific activities or processes that we will undertake to ensure we achieve our objectives.
- **Lead:** The named member of staff who is responsible for ensuring each action is completed.
- **Resource Implications:** An estimated cost of any additional resources.
- **Intended Outcomes:** The impact that our activities will have on improving the quality of our provision.
- **Monitoring Arrangements:** How we will check the progress that we are making.

Reviewing Progress

	Not on track		Progressing as planned		Completed
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PRIORITY 1: To improve the quality of children's writing across EYFS and Key Stage 1 by focussing on the implementation of The Write Stuff and delivering high quality teaching of writing.

The school's expectation is that all children will make at least good progress. For pupils on the SEND Register, this will be measured from their individual starting points. Pupil attainment in writing will be at least in line with national levels of attainment.

Success Criteria:

- All staff engage in continuing professional development based on The Write Stuff and feel more confident about developing opportunities for writing.
- Gaps in the attainment of key groups (boys, PPG, SEND) are clearly identified and shared with all teachers and Learning Support Assistants (LSAs).
- Planning is strengthened to meet the needs of all pupils in target groups through appropriate differentiation and use of resources.
- Teachers understand the principles of live marking and implement the school's live marking policy consistently.
- Regular book scrutiny shows evidence of a developing, consistent approach to writing.
- Pupils are prioritised appropriately for interventions, booster groups and individualised learning programmes.
- Teachers and Senior Leaders make effective use of whole school assessment systems to set and track progress and attainment accurately.
- Parents are given the information they need, through discussion with teachers, to support, motivate and encourage their child with writing.
- There are clear expectations about the percentage of children who need to achieve age-related expectations.
- Governors have the information they require to track and ask questions about rates of progress and attainment across the school.
- Writing is celebrated throughout school and children can talk about why their writing is successful.

Key Objectives and Actions	Lead(s)	Intended Outcomes and with dates	Monitoring Arrangements
<p>1.To provide all staff with ongoing CPD opportunities to develop and deepen their understanding of the effective teaching of writing using <i>The Write Stuff</i> materials.</p> <p>a) To complete The Write Stuff training.</p> <p>b) To provide top-up training sessions to new staff as part of the new joiner induction programme.</p> <p>c) To trial new writing unit plans and evaluate which units lead to the most successful writing.</p>	<p>HP</p>	<p>By 30/09/2024, teachers have completed The Write Stuff training and feel confident to trial and evaluate the writing unit plans.</p> <p>Teachers who join the school in the new academic year have access to the training materials and a training plan is discussed as part of their induction/return (ongoing throughout the year).</p> <p>By 30/09/2024, teachers share their evaluation of writing unit plans in a staff meeting. Other staff meeting dates allocated to ongoing evaluation throughout the year.</p>	<p>Staff meeting minutes/training records.</p> <p>Performance management discussions/records.</p> <p>Pupil feedback.</p> <p>Book scrutiny and learning walks.</p>

<p>2.To review the school’s marking and feedback policy which also takes account of The Write Stuff marking approach.</p>	<p>NE</p>	<p>The school’s marking and feedback policy is reviewed by 21/09/2024.</p> <p>From 07/10/2024, all teachers can differentiate the timing of their feedback to children based on their need.</p> <p>By 20/12/2024, Dialogue between adults and children helps to identify misconceptions in 100% of classrooms.</p>	<p>Revised policy in place. Learning walks and lesson observations focus on the profile of verbal feedback within the classroom.</p>
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<p>3. To support children to develop their understanding of why their writing is successful, and to encourage them to see themselves as writers.</p>	<p>PP</p>	<p>By 08/01/2024, children understand and can talk about the different purposes for their writing e.g. to persuade, to entertain, to record, to reflect. Most children can talk confidently about some of the features that have made their writing successful e.g. punctuation, vocabulary.</p>	<p>Informal recording of pupil discussions when giving Headteacher awards.</p> <p>Assemblies.</p> <p>Pupil voice – one session with mixed ability groups per half term.</p>
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<p>4. Increase the percentage of children achieving age-related/expected levels in writing.</p>	<p>SLT</p>	<p>Gap analysis of writing in Year 1 and Year 2 to be completed and shared by 30/09/2024. At least 75% of EYFS to achieve ELG in Writing by July 2025. 70% of Year 1 children to achieve the expected standard in writing by July 2025. 70% of Year 2 children to achieve the expected standard in writing by July 2025.</p>	<p>Outcomes of Pupil Progress Meetings. KL to monitor SEND and PP progress on a half termly basis. Book scrutiny. Performance Management lesson drop-ins.</p>
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Resourcing Implications for Priority 1

Training materials purchased in the previous academic year. £150.00 for renewal of Writing Unit Plans (renews April 2024). £500 for additional staff cover for training/monitoring.

- **PRIORITY 2: To implement the school's revised curriculum plans. For all subject leaders to have a strong vision for their subject, to have a clear action plan, and to feel confident in leading a professional discussion around their subject responsibility.**

Success Criteria:

- There is a clear and coherent rationale for our curriculum design that is shared across the school and understood by all.
- Curriculum coverage allows all pupils to access the content and make progress through the curriculum.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- Subject leaders understand the strengths and areas of development for their curriculum area.
- Ongoing professional development and training is available for staff to ensure that curriculum requirements can be met.
- Curriculum delivery is equitable for all groups.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- There is a model of curriculum progression for every subject.
- There is no mismatch between the planned and the delivered curriculum.

We want all subject leaders to feel confident in leading a professional discussion around the following questions:

- Does the subject curriculum match the scope and ambition of the national curriculum?
- Are there clear end points? Can we see how content is broken down into manageable chunks to build towards those end points?
- Are there identified chunks that are logically sequenced? Do they prepare pupils for the learning that is to come?
- How well do pupils remember the content and use it to understand more complex ideas or answer more complex questions?
- Does the subject vision feed into the broader whole-school curriculum intent?
- How will our practice need to change and develop over the course of the year?

Key Objectives and Actions	Lead (s)	Intended Outcomes	Monitoring Arrangements
<p>1.To implement the new curriculum and collate evidence to audit its impact at the end of the academic year.</p>	NE	Review cycle for the curriculum in place.	<p>Year group planning.</p> <p>Monitoring and evaluation in dedicated curriculum time.</p>
<p>2.Subject Leaders will be supported to produce a Subject Action Plan with the following features:</p> <ul style="list-style-type: none"> • Clear priorities • SMART targets • Identified actions to take • Clear success criteria 	NE	<p>By 01/11/2024, Subject Action Plans are in place and have a clear focus, in line with the SDP.</p> <p>By 08/01/2025, subject leaders will have worked through the Subject Champion Prompts and collated their findings to share with the team.</p>	<p>SLT to review Subject Leader Action Plans. Subject Leaders to continue to present at full governing body meeting as needed. Dedicated staff meeting/INSET time to be allocated based on developing need. Subject leaders to share the findings of their subject champion prompts.</p>
Resourcing Implications for Priority 2			

- Cost of weekly curriculum release (one afternoon per week) costed into the budget. Subject budgets in place.

- **PRIORITY 3: To develop the school’s provision for supporting children’s social, emotional, and mental health needs by implementing targeted aspects of Zones of Regulation and participating in the Surrey Nurturing Schools Programme (2-year programme).**

Success Criteria:

- The school completes the Surrey Nurturing Schools Programme successfully.
- Staff can use a range of evidence-based tools and resources to meet the SEMH (Social, Emotional and Mental Health) needs of the children.
- Every classroom has an appropriately resourced Regulation Station.
- Staff can implement the Zones of Regulation training to help children recognise which zone they are in and what to do next.

N.B. Awaiting further information about the Surrey Nurturing Schools Programme’s success criteria.

Zones of Regulation will help children to:

- Understand that ALL feelings are good to have.
- Recognise when they are in the different Zones (feeling a certain emotion) and how to change or stay in the Zone they are in.
- Increase their vocabulary of emotional terms to explain how they are feeling.
- Understand the events that might mean they move into the different Zones e.g. a disagreement with a friend or a fire drill.
- Understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which Zone they are in.
- Develop their problem-solving skills.

Key Objectives and Actions	Lead (s)	Intended Outcomes	Monitoring Arrangements
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<p>1.To engage in the Surrey Nurturing Schools Programme</p> <p>Training:</p> <ul style="list-style-type: none"> • Boxall Profile training 7/11/24 • Nurture Programme - Whole School Approach Module 1. 22/1/24 • Whole School Module 2. 5/2/24 • Whole School Module 3. 12/2/24 • Theory and Practice groups; 24/5/25 25/4/25 13/6/25 • Whole School Review 4/6/24 	HP	Awaiting further information about the programme.	Awaiting further information about the programme.
<p>2.To implement the Zones of Regulation training delivered in the summer term 2024.</p> <ol style="list-style-type: none"> a. Teachers to deliver 3 lessons on ZoR in the first half term b. Recap training and share feedback with staff from learning walk and pupil voice in Autumn c. Share information with Governors and parents/ carers 	KL	<p>To have a Regulation Station in every classroom from 02/09/2024 and to develop the resource to support the needs of the children.</p> <p>Over the course of the academic year, for children to become more successful in using the Zones of Regulation to support their understanding of emotions.</p> <p>All stakeholders to be well informed to why and how we are implementing ZoR</p>	<p>Learning walks by KL to observe Regulation Stations in use.</p> <p>KL to carry our termly Pupil Voice exercises to gather feedback from pupils.</p>
Resourcing Implications for Priority 3			

- Not currently known – Surrey Nurturing Schools Programme fully funded but there may be additional costs as the course.

Abbreviations

Initials	Name	Role
HP	Helen Powell	Headteacher
NE	Nicola Edwards	Assistant Headteacher (Curriculum and Assessment)
KL	Kelly Lang	SENDCo
AS	Ava Summers	EYFS Lead
JT	Julie Taylor	EYFS Teacher
SLT		Senior Leadership Team
SEND		Special Educational Needs and Disabilities
PP		Pupil Premium
SDP		School Development Plan
EYFS		Early Years Foundation Stage (Reception)