









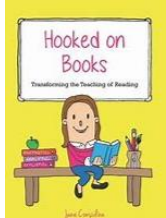
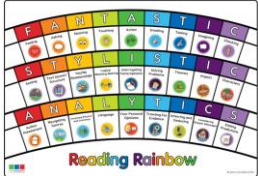




























School Development Plan 2021/2022











Overall Cost - £57,543.55











Funding		
Reading	Book Talk Books	£4,044.11
	Book Talk (whole school) training – purchased in 2021 – life-long access	£0
Early Language	NELI – fully funded – No Cost	£0
Speech and Language	Magic Words	£4,036.40
Supporting Children’s Anxiety	My Cats – No Cost	£0
EYFS – Enabling Environment	Training	£420
	Reception Refit	£7,713
	Reception Resources	£1,091.92
	Nursery Refit	£28,785.80
	Nursery Resources	£3706.23
Revised EYFS Framework	Curriculum Costs & Evidence Me & OTRACK	£2450.55
Maths	Mastering Number Programme	£279
Spelling	Books, Rainbows and Training	£285.08
Read Write Inc Comprehension	Year 2 Materials	£1950
WalkThru’s	Books and Training	£910
Quality Offer/Subject Leadership	Subject Leader Network	£95
KS1 Continuous Provision/SEN Resources		£1734.88
Emotional Literacy	The Colour Monster Costs	£41.58
Total Costs		£57,543.55












 <p>Area</p>	 <p>Distribute</p>	 <p>Empower/ Training</p>	  <p>Collaborate Disseminate</p>	 <p>Monitor/Staff Responsible</p>	 <p>Challenge</p>	 <p>Analyse</p>	 <p>Report Costs</p>	 <p>Validate/Goal</p>
<p>Reading Continuing from 20/21 - Reading to continue to be prioritised by-</p> <p>Ensure children develop a life-long love of reading. Extensively develop children's:</p> <ul style="list-style-type: none"> - Language comprehension - Words reading - New vocabulary – All classes aim to learn at least 8 new words per day. - Repertoire of stories, rhymes, poems and songs (traditional and contemporary) - Knowledge using non-fiction texts <p>Through carefully selected books:</p> <ul style="list-style-type: none"> - Read aloud daily - Extend conversations through stories using new vocabulary - Extend knowledge of the world, topics, cultures, families and emotional literacy - Ensure children can relate books to their lives and have ample opportunities to discuss - Learn repeated patterns and phrases - Enhance all areas of learning 	<p>Nursery, Reception and Year 1 to develop 'BookTalk' lists. (Year 2 already complete).</p> <p>Reading Lead to implement DfE Reading Framework</p> <p>By using Book Talk children will:</p> <ul style="list-style-type: none"> - Develop Fluency - Have a full understanding of new vocabulary encountered. - Be able to decode words quickly, connecting them to prior knowledge. (STICKY BRAINS!) - Develop a broad and deep vocabulary knowledge. - Draw upon their background knowledge to make sense of the text. - Read for longer, with greater effort and persistence. - Be repeatedly exposed to vocabulary, gaining depth of word knowledge. 	<p>All staff to receive or re-visit 'Book Talk' training using Hooked on Books online training</p>  <p>Key Leads to attend personalised BookTalk training sessions with Jane Considine.</p> <p>BookTalk books to be purchased for Nursery Reception and Year 1 – (Year 2 purchased in 2021).</p> <p>RWI training package to be renewed & extra books needed purchased.</p>	<p>ALL STAFF will:</p> <ul style="list-style-type: none"> • Prioritise reading. • Use the 'Reading Rainbow'  <ul style="list-style-type: none"> • Make reading attractive. • Be a reading role model. • Deliberately teach new vocabulary. • Make links between texts • Prioritise academic vocabulary and deep disciplinary knowledge • Use knowledge organisers/ knowledge walls. • Write to consolidate reading. • Teacher talk like an expert. • Model the academic code. • Give wait time - offer children time to think. • Build-upon & challenge. • Make asides when reading • Talk about and have conversations between characters. • Link books to owns and children's experiences • Discuss feelings and motives • Take on roles in imaginative play <p>Work with local junior school who also use Book Talk.</p> <p>Reading Lead to meet with 'Book Talk' Junior school Lead and disseminate good practice.</p> <p>Join TWS/Book Talk discussion groups to share good practice from a wider audience.</p> <p>Collaborative sharing through GROW meetings & year group discussions.</p>	<p>Book Talk assessment grids to be completed as an ongoing record of reading by all staff.</p>	<p>Year Group leads to discuss weekly impact of reading strategies within teams and set aspirational targets. Good practice disseminated across the school.</p> <p>Collaborative analysis through GROW meetings & year group discussions.</p> <p>Use EEF – Communication and Languages and Early Literacy approaches</p>	<p>Book Talk Assessment Grids.</p> <p>OTrack Data</p>	<p>Govs EdEx</p> <p>SLT</p> <p>COSTS Book Talk Books, Phonics training renewal, Extra phonics books COST £4044.11</p> <p>Book Talk Training (lifelong membership – purchased in 20/21)</p>	<p>Children who are not on track receive immediate extra support from a Reading Leader.</p> <p>Reading results at the end of the year to be above national.</p>











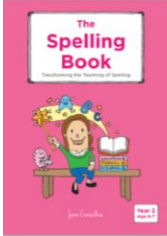


 Area	 Distribute	 Empower/ Training	 Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
<p>Early Language Intervention - To introduce NELI in Reception</p> <p>NELI is a programme to improve children’s oral language skills. (A recent robust evaluation of the programme in 193 schools, carried out by the Education Endowment Foundation (EEF) found that reception-age children receiving the NELI programme made the equivalent of +3 months additional progress in oral language skills and an additional 2 months of progress in early reading skills. This evaluation makes it the most well evidence early language programme available to schools in England). NELI (a 20 week programme) will develop children’s vocabulary, listening and narrative skills and in the last 10 weeks also develops phonological awareness and early letter-sound knowledge as the foundations for early literacy/learning to read.</p>	<p>Reception Staff will deliver NELI over 20-weeks to children who would benefit from targeted support to develop their oral language skills. Small group sessions and some individual sessions will be delivered to a group of around 3-5 pupils.</p>	<p>All resources and training needed are provided at no cost.</p> <p>The physical materials (NELI kit) required to deliver NELI groups are provided based on number of Reception classes.</p> <p>A year subscription to the tablet-based assessment tool Language screen is also provided.</p>	<p>Reception staff will be trained and will work together to deliver three small group sessions and two individual sessions each week to a targeted group of around 3-6 pupils for 20 weeks.</p> <p>Collaboration with other NELI schools will take place during training.</p>	<p>Reception staff (Teacher and Teaching Assistant of each class).</p> <p>NELI Leads (SENDCos) to evaluate the impact.</p>	<p>Evidence shows that children from the most disadvantaged backgrounds have been affected more by the pandemic than other groups of children – closely monitor impact on disadvantaged children.</p> <p>EEF has evidenced that NELI adds +3months, and this is greater for disadvantaged pupils.</p>	<p>OTrack data. NELI Data</p>	<p>Govs T&L SLT</p> <p>COSTS No costs – fully funded.</p>	<p>EEF has evidenced that NELI adds +3months, and this is greater for disadvantaged pupils.</p> <p>Track closely to ensure the a above progress takes place.</p>
<p>EEF Research: Early literacy approaches</p>								
<p>Moderate impact for very low cost based on moderate evidence</p>								
<p>    </p>								
<p>Speech & Language – Magic Words</p>  <p>Implement across Years 1 & 2 to ensure high quality, effective SALT provisions that achieve tangible</p>	<p>ELKAN trained school staff will work alongside the speech therapist to learn the ‘Magic Words’ techniques. Children’s current skills and needs will be assessed over a wide range of</p>	<p>The speech therapist will work in school for one term to train ELKAN staff. ELKAN staff will then continue supporting children for</p>	<p>Positive outcomes/ ideas to implement will be shared across the whole school.</p> <p>All school staff will work together to embed strategies to ensure positive outcomes for all children.</p>	<p>SENDCos will work with speech therapist and parents to ensure maximum benefit is achieved for every child.</p>	<p>Year group leads to discuss weekly impact of Magic Words strategies to ensure that good practice is disseminated and implemented.</p>	<p>SENDCos SEN Gov EdEx gov</p>	<p>Initially support will be for one term – COSTS £4036.40</p>	<p>Progress will be assessed against each child’s treatment plan.</p> <p>Across school progress will be assessed against agreed targets set once the</p>












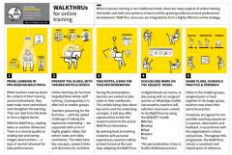
 Area	 Distribute	 Empower/ Training	  Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
<p>positive outcomes. A speech therapist has been commissioned to work in school to remove barriers to children’s communication development and learning. In addition to targeted therapy with individual children the therapist will offer guidance at a universal, whole school level on how to embed strategies and techniques that maximise each pupil’s communication potential into the teaching and broader school environment.</p>	<p>communication areas. Treatment plans will then be designed to suit each individual child according to SMART goals based on the assessment results. Support will be sustained until needs are resolved or resolved as much as is possible.</p>	<p>the foreseeable future.</p>	<p>Impacts will be shared with our feeder junior school.</p>					<p>programme starts.</p>
 <small>Minimising Young Children's Anxiety Through Schools</small> <p>Working with a team of researchers at the University of Oxford, a research project called MY-CATS, will be implemented to test out a new way of identifying and supporting young children who might benefit from help to build confidence and reduce the chance of problems with anxiety, now and in the future.</p>	<p>The school SENDCos will act as the ‘MY-CATS leads’, and be the primary point of contact for the research team.</p>	<p>An end of project report received will help inform school-wide mental health policy and practice Information on resources available for families and school staff to support children with anxiety problems will also be provided.</p>	<p>The MY-CATS leads will to distribute information leaflets, consent forms and screening questionnaires to parents of children in Reception, Year 1 and Year 2, via a secure online system.</p> <p>Families will be offered a parentled, online support programme.</p>	<p>SENDCOs to monitor through WOW /children’s questionnaires.</p>	<p>Year Group Leads to evaluate impact of My-Cats</p>	<p>Wow & children’s questionnaires.</p> <p>Pupil Discussions</p>	<p>Govs T&L</p> <p>SLT</p> <p>NO COST TO THE SCHOOL</p>	<p>Once the project is complete, a report will be provided by the MY-CATS team that shows how we compare to all participating schools.</p>












 Area	 Distribute	 Empower/ Training	  Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
		<p>Families who participate in the trial will be offered the parent-led programme, either online with telephone support (early in the study) or as a pdf version (when the study ends).</p>						
<p>EYFS To create & resource a quality enabling environment ensuring that all children have access to natural resources and first-hand experiences so that they can independently explore, discover and investigate, choosing the items and the environment that best suit their own interests and their development and learning needs.</p> <p>Provision will ensure that children experience:</p> <ul style="list-style-type: none"> • diverse forms of active play, both indoors and outdoors 	<p>All Nursery & Reception staff – plus subject leads across school.</p>	<p>Early Excellence Blogs Early Years Blogs Early Excellence Early Excellence Webinars EYFS, KS1 & Leadership Webinar Programme - Early Excellence Early Excellence Audits & Planning Guides Early Years & KS1 Free Audits & Guides Early Excellence Early Excellence – 4 part series – Child Development Early Excellence Training –</p>	<p>All EYFS staff will ensure that our enabling environment will offer:</p> <ul style="list-style-type: none"> • opportunities for negotiation and collaboration with other children, as their communication, language and social skills are employed and developed • open-ended play opportunities allowing imagination and creativity to flourish, with children exploring their own ideas and theories • opportunities for children challenge their own emotional, social, physical and cognitive abilities and to take risks 	<p>Deputy Headteacher Reception Lead Nursery Lead All EYFS Staff Using EEx audits Cornerstones OTrack Evidence Me</p>	<p>Visits settings with outstanding practice.</p> <p>Collate inspirational ideas from a variety of sources and disseminate & share to improve practice.</p>	<p>EEx audits will show that the correct resources are available.</p> <p>Leuven scales of wellbeing and involvement will be met quickly.</p>	<p>EdEx Govs SLT Costs Reception Refit: £7713 Nursery Re-fit: £28785.80 Reception Resources: £1091.92 Nursery Resources: £3,706.23 Training: £420</p>	<p>A better than national percentage of children reach a GLD.</p> <p>All children are enthused about their learning and are happy to come to school.</p> <p>Parents feel highly involved in their child's education.</p>











 Area	 Distribute	 Empower/ Training	  Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
<ul style="list-style-type: none"> the real physical and natural world, as well as the social world the space and time to fully discover, test and revisit their ideas and theories cosy and quiet spaces for resting, sitting quietly and sensory engagement experiences in familiar and predictable spaces, and in those that are unfamiliar, complex and exciting routines and adult involvement which offer support for development and learning that may be planned or may arise informally, for example when a surprise event or spontaneous opportunity presents itself opportunities to explore things that they would not otherwise have access to exposure to things where specific skills need to be taught, which would only happen if an adult initiated it, e.g. woodworking, cooking, sewing. 		EYFS Learning Walk £20 Leading EYFS £125 Outdoor Learning £125 Mastering Maths £35 Exploring Schemas £45 Continuous Provision £45 Language Through Role-Play £35 Self-Regulation £45 Young Architects £35 Small World Story Telling £35 Total £420	<ul style="list-style-type: none"> time simply to be within the environments, to develop a sense of self as children explore their capabilities a balance of relevant, interactive and celebratory displays at the child's level, as well as natural, calm and neutral backdrops that invite children's own ideas. 					
Revised EYFS Framework Continuing the work of 20/21 - Review the Nursery & Reception Curriculum in light of the revised EYFS framework, ensuring quality play based learning and self-regulation strategies, as well the early well embedded maths and literary approaches.	DHT and Nursery & Reception leads to evaluate teaching units, keeping good practice, but ensuring quality play based learning, self-regulation and early maths and literary approaches are embedded.	A wealth of training from Videos and articles – Birth To 5 Matters , MK and the DfE has been completed.	Cornerstones has been purchased for Nursery and Reception to provide a wealth of quality ideas for staff to use to create our own bespoke curriculum.	DHT Nursery & Reception Leads	Staff will challenge the learning of the children weekly during staff meeting time. Moderation will take place between local schools.	O Track data EvidenceMe	Cornerstones costs: £736.25 Evidence Me: £600 OTrack: £1114.30	Juniper data will be used to analyse progress.










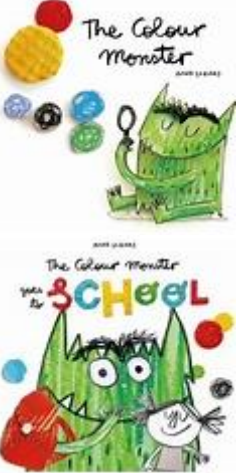
 Area	 Distribute	 Empower/ Training	  Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
			<p>EEF Research</p> <p>Play-based learning</p> <p>High impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p> <hr/> <p>Self-regulation strategies</p> <p>High impact for very low cost based on limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>					
<p>Mastering Number Programme</p> <p>The NCETM mastering number programme will be implemented. This will ensure:</p> <p>Mathematical fluency is developed focusing on declarative, procedural and conditional knowledge. Foundational knowledge, particularly proficiency in number, will give children the ability to progress through the curriculum at increasing rates.</p> <p>Rehearsal, particularly core number work, will help the children attain automaticity in recall and use of facts and methods. Early acquisition of knowledge, particularly code for number, significantly predicts later success.</p>	<p>All staff will be trained to use a rekenrek. (Central to the programme will be a small, abacus-like piece of equipment called a rekenrek, which will be provided for use by children in participating classes) Children in Reception, Year 1 and Year 2 will have a daily teacher-led session of 10 to 15 minutes, designed to ensure that pupils develop fluency with, and understanding of, number.</p>	<p>High quality support for teacher professional development for the lead teachers, directed by the NCETM and facilitated by the local Maths Hub</p> <p>Resources provided, including coherent plans for the Mastering Number daily sessions in Reception, Year 1 and Year 2</p>	<p>Supportive and collaborative online community will be developed facilitated by the Work Group Lead</p> <p>Resources provided, including coherent plans for the Mastering Number daily sessions in Reception, Year 1 and Year 2.</p>	<p>Maths Leads Each Work Group will consist of up to 40 schools and be led by a professional experienced in early maths and in leading professional development in their Maths Hub area.</p>	<p>During the year, teachers in the Work Group will work together to share experiences and reflect on the impact of the programme on their pupils and on themselves as teachers. The Work Group Lead will facilitate and steer regular discussion among participants in a dedicated online community.</p>	<p>Analyse Number Sense</p> <p>OTrack data</p>	<p>EdEx Govs</p> <p>No charge for participation.</p> <p>Sets of the central physical resource: the abacus-like rekenrek provided at no cost (for 1 class per year group)</p>  <p>Additional Rekenrek costs: £279</p>	<p>Children's 'number sense', (fluency and flexibility with number facts and relationships) progress will be assessed at the start and end of the project.</p>
			<p>EEF data shows:</p> <p>Early numeracy approaches</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p>					

 Area	 Distribute	 Empower/ Training	  Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
<p>Spelling – Year 2</p>   <p>To introduce The Spelling Book and Spelling Rainbows across Year 2. All of the concepts, activities and tasks within the books have been designed to increase ‘stickability’ and retention of vocabulary. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst ‘chunked’ revision activities.</p>	<p>All Year 2 staff to use The Spelling Books and rainbows to provide structure and support ensuring that all National Curriculum fundamentals are covered and to make the teaching of spelling effective, and ‘stick-able’, for children.</p>	<p>Online spelling training provided for all Year 2 staff from The Training Space.</p>	<p>To work with other schools using The Spelling Book to disseminate and share good practice.</p> <p>Year 2 staff to understand The Spelling Book – Intended Design & Impact. The Spelling Book Intended Design and Impact of The Spelling Book PDF.pdf (dropbox.com)</p>	<p>Writing Lead to oversee implementation.</p>	<p>Through using the quality materials and comprehensive guidance within The Spelling Book, children will develop expertise and fluency.</p>	<p>Through spelling assessments and implementation in writing lessons.</p>	<p>Spelling training costs: Spelling Books and Spelling Rainbows costs: £285.08</p>	<p>The Spelling Book – Progress checks used to analyse progress.</p>
<p>RWI Comprehension – End of Year 1/Year 2</p>  <p>RWI Comprehension to be implemented from the end of Year 1 and across Year 2. Read Write Inc. Comprehension is a 14-</p>	<p>All Year 2 staff will teach the 14 weekly Modules. Each Module has specially written texts (one fiction and one non-fiction) that develop children’s ability to summarise, infer and retrieve information</p>	<p>RWI training provided for Year 2 staff. TWI trainers demonstrate the activities step-by-step, using footage of real lessons. They help</p>	<p>RWI analysis across many schools will be used to track attainment of children against other schools.</p>	<p>Year 2 Lead, Reading & Phonics Lead</p>	<p>Read, Write Inc development days will be used to analyse data and teaching.</p>	<p>Each module is assessed & progressed tracked. RWI Comprehension trackers</p>	<p>EdEx Govs RWI Development Day Cost Comprehension materials COST £1950</p>	<p>Children will continue to perform well against their end of year 1 RWI phonics data.</p>

 <p>Area</p>	 <p>Distribute</p>	 <p>Empower/ Training</p>	  <p>Collaborate Disseminate</p>	 <p>Monitor/Staff Responsible</p>	 <p>Challenge</p>	 <p>Analyse</p>	 <p>Report Costs</p>	 <p>Validate/Goal</p>
<p>week programme that develops children’s fluency and comprehension – the ideal next step for children who have completed Read Write Inc. Phonics.</p>	<p>quickly, as well improving their writing through cumulative vocabulary, grammar and spelling activities.</p>	<p>teachers practise and prepare before teaching and use management strategies to engage children and speed up progress.</p>						
<p>WalkThru’s</p>  <p>Learn & use WalkThrus (a selection of evidence-informed teaching strategies) to ensure that all staff have a truly unique repository of key valuable teaching methods to use in their classrooms.</p> <p>The WalkThrus bridge the gaps between what we</p>	<p>Year Group Leads will use the online training package to cover:</p>  <p>Behaviour and relationships: Be able to establish classroom conditions essential for effective learning. Curriculum Planning: How to create a coherent, well-sequenced knowledge-rich curriculum. Explaining and Modelling: Be able to make sense of complex ideas to support children in</p>	<p>Whole school online training provided using Walk Thru’s. https://www.walkthrus.co.uk/ The training provides 50 effective, research-informed techniques.</p>	<p>Year groups discussions will focus on how Walk Thru’s connect Cognitive Load Theory, Dual Code Theory and Rosenshine’s Principles of Instruction. <i>Year groups will discuss how WalkThrus</i> are structured into three parts: ‘Why’, ‘What’ and ‘How’ with the use of Oliver Caviglioli’s visual instructions, as well as how to “engineer professional learning processes” so that they are “effective and sustained”. The ADAPT approach (Attempt, Develop, Adapt, Practise, Test) will be analysed, used and ideas shared.</p>	<p>SLT Through children’s discussions & WOW.</p>	<p>Teaching discussions will be aided and improved by using the Introducing the WalkThrus Cluster-builder. A fully hyperlinked version, bringing the slides, videos and other resources together for any cluster you might design is available as part of the training package.</p>	<p>Analyse the impact of teaching strategies through low stakes regular assessments.</p>	<p>Walkthru 1 and 2 Training and Books. Costs: £910</p>	<p>Children will easily remember the key knowledge and vocabulary necessary to have a quality cultural capital.</p>

 Area	 Distribute	 Empower/ Training	  Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
<p>currently have strong evidence for in terms of developing pupils' learning and precise guidance on how this might be brought to life in daily practice.</p>	<p>building secure schema. Questioning and Feedback: Use responsive teaching methods to check children's understanding and move them forward. Practice and Retrieval: Building secure long-term memory and fluency. Mode B Teaching: How to deliver a range of learning experiences to deepen and extend learning.</p>							
<p>Quality Offer – All Subjects Now our new curriculum is fully written, subject leaders to ensure it is a successful broad and balanced curriculum with all subjects having an equal place. Subject leaders to ensure that everyone has a good understanding of how their subject/s should progress over time and how it connects with the school's curriculum as a whole. All Subject Leads to use OFSTED subject overviews as well as other quality evidence-based research to</p>	<p>All subject leads to understand the intended endpoints of their subject/s towards which children are working, and how children are progressing through the curriculum. All subject leads to fully understand and share the content and pedagogical knowledge of their subject, and support teachers in the quality teaching of their subject/s.</p>	<p>Subject Leads to work with secondary specialists to understand their subjects long term progression. (Dates for subject lead discussions are arranged across the year).</p>	<p>All subject leads to use the Cornerstones ABC questions to analyse their subject.  Subject leadership: crucial to the success of your primary curriculum (cornerstoneseducation.co.uk) Subject Leads to consider the long-term improvement of their subject – such as the creation of an art & dance</p>	<p>Writing: DP Reading: SC Phonics: SG Maths: JT/VK IT: JVR Science: DT Humanities: AC Art/DT/Music: AD/KC EY: EI/SJ/JVR RSE: LT P.E: Year Leads</p>	<p>Use OFSTED subject overviews Cornerstones ABC questions.</p>	<p>Skills and knowledge overviews. O'Track</p>	<p>One subject leader day release per term. Costs – covered internally. Subject Leader Network cost: £95</p>	<p>The majority of children achieve the intended endpoints of all subjects. Staff understand the content and pedagogical content of their subjects.</p>

 Area	 Distribute	 Empower/ Training	  Collaborate Disseminate	 Monitor/Staff Responsible	 Challenge	 Analyse	 Report Costs	 Validate/Goal
<p>ensure their subject offers a 'quality offer' across the whole school.</p>			<p>studio in school.</p>					
<p>KS1 Continuous Provision/SEN Resources A two year programme – To provide carefully planned continuous provision resources in KS1 to enable children to learn skills, challenge their thinking and help them to embed concepts. The resources will provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. Within this learning environment children will also develop key learning attributes. The defined CP areas will be key in meeting the needs of some SEN children.</p>	<p>Key members of staff to oversee defined spaces: Children will be more likely to engage within the continuous provision areas if they are clearly defined. Creating provision areas in this way will lead to fewer distractions and also provide the context for children to collaborate, form relationships and communicate.</p>	<p>EEx Planning an Inspirational Learning Environment – Delivering Excellence (Webinar) https://app.gotowebinar.com/unified/index.htm Videos and articles – Birth To 5 Matters https://www.youtube.com/watch?v=31320052347 7008/attend/5784319984212464653</p> <p>Early Excellence Guide to Continuous Provision Book Early Excellence Guide to Continuous Provision</p>	<p>The resources and materials within each area of provision will need to earn their place based on the number of learning possibilities that they provide as well as offer a broad range of possibilities that allow the children to learn and develop by using them over an extended period of time.</p>	<p>AHT to ensure staff recognise the importance of a consistent approach to the environment in order to nurture children's self-confidence and independence.</p> <p>Ensure the environment is planned, resourced, valued and used to impact positively on children's engagement, independence, collaboration, self-confidence, resilience and curiosity.</p>	<p>KS1 staff meeting time to be used to evaluate which resources best provide a broad range of learning possibilities.</p>	<p>Use EEx Audit Guide to analyse resources available https://earlyexcellence.com/ks1-provision-audit-tool-5-7yrs/</p>	<p>EdEx Govs KS1 team SENDCos Costs of CP/SEN resources KS1</p> <p>Costs: £1734.88</p>	<p>Through careful monitoring it will be noted that children use resources to challenge & embed concepts and their speech and vocabulary is extended.</p>

 <p>Area</p>	 <p>Distribute</p>	 <p>Empower/ Training</p>	 <p>Collaborate Disseminate</p>	 <p>Monitor/Staff Responsible</p>	 <p>Challenge</p>	 <p>Analyse</p>	 <p>Report Costs</p>	 <p>Validate/Goal</p>
<p>Teaching Self-regulation</p>  <ul style="list-style-type: none"> Biological • Excessive visual stimulation, noise, insufficient exercise, having to be too still, cluttered classroom Emotional • Intense emotions – both positive (over-enthusiasm) and negative (fear and anger), anxiety, change in routines Cognitive • Difficulty in processing certain kinds of information (organising thoughts, time constraints, interruptions) Social • Difficulty in understanding the effect of their behaviour on others and in understanding social cues, bullying Prosocial • Difficulty in coping with others' stress, feelings of injustice, being late, empathy/sympathy <p>To use the Colour Monster books and materials across school to teach children emotion literacy vocabulary so that they can name emotions, talk about emotions, recognise emotions in others, learn strategies to regulate their emotions.</p>	<p>EYFS Staff to ensure children know how to:</p> <p>Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly</p> <p>Pay attention to their teacher and follow multi-step instructions</p> <p>Manage Self</p> <p>Manage their own basic hygiene and personal needs, including dressing and going to the toilet</p> <p>Understand the importance of healthy food choices.</p>	<p>https://eyfs.info/articles.html</p> <p>/personal-social-and-emotional-development/self-regulation-in-early-years-r283/</p>	<p>Online collaboration with other schools using the colour monster.</p> <p>Monsters placed in the school meeting room to be used by SEN teams/the school CP lead.</p>	<p>All children will point to the monsters as they enter school in the morning and staff will immediately discuss their feelings with them.</p> <p>Monsters will be used throughout the day as a self-regulations tool.</p>	<p>When appropriate, Years 1 & 2 children to understand:</p> <p>Controlling own feelings and behaviours</p> <p>Applying personalised strategies to return to a state of calm</p> <p>Being able to curb impulsive behaviours</p> <p>Being able to concentrate on a task</p> <p>Being able to ignore distractions</p> <p>Behaving in ways that are pro-social</p> <p>Planning</p> <p>Thinking before acting</p> <p>Delaying gratification</p> <p>Persisting in the face of difficulty.</p>	<p>Impact will be monitored daily in the classroom, as well as evaluated through WOW parental discussions.</p>	<p>EdEx Govs</p> <p>Costs of colour monster books and materials £41.58</p>	<p>All children will feel that they have a fully understood way of sharing their emotions and will have developed a large set of emotional vocabulary to enable them to do this successfully.</p>