

Suffield Park Infant and Nursery School One Page School Improvement and Development Plan 2020-21



Objective	How will this be achieved?	Intended Impact
<p>To support children's emotional and educational needs on return to school in response to the COVID-19 pandemic</p>	<ul style="list-style-type: none"> • 4 week recovery curriculum focusing on wellbeing, routines, early reading, phonics and maths. • Support families who are reluctant for their children to return to school due to safety concerns. • Adjust the curriculum to ensure that learner's needs are met. • Prepare for remote teaching opportunities in the event of full or partial closure. 	<ul style="list-style-type: none"> • Children attend and settle back into school routines building positive relationships in their new classes. • Children have learning tailored to their needs • Children continue to be educated if required to isolate
<p>To improve the % children passing the phonics screening test at the end of Y1 and Y2</p>	<ul style="list-style-type: none"> • Joint working with Wensum Literacy Hub • Letters and Sounds training for all staff scheduled for October • Initial and regular assessment of children's phonics skills • New resources including key rings and decodable texts are made/purchased and in use to best support children's phonic skills. • Teaching observations and coaching opportunities by the literacy lead are used to improve outcomes for children. 	<ul style="list-style-type: none"> • External support to identify strengths and areas for improvement • All staff will access high quality training and implement this into teaching • The right resources will best support children's development
<p>To ensure the curriculum delivery demonstrates intent and progression</p>	<ul style="list-style-type: none"> • Ensure all subjects have a clear Intent, implementation and impact statement which matches to overall curriculum intent. • To use Tapestry, observation and book scrutiny across the school to ensure learning matches intent and progression cross year groups. • Retrieval strategies are used to support retention of knowledge 	<ul style="list-style-type: none"> • Subject leaders are clear in their intention for their subjects. This matches the needs of learners. • Learning is assessed in a variety of ways and gaps can be identified and challenged • Children remember what has been taught.