



Link Governor:

Key Strategic Aim	Lead	Expected Impact	Strategy	By whom	Monitoring	By whom
<p><b>Language development</b> <i>(Link to school development overview and language for life - nursery)</i></p>	RA and NG	Children will have a greater and relevant vocabulary to support their accelerated learning.	<p>Dedicated speech and language support.</p> <p>CPD to develop deep understanding of speech and language</p> <p>Cluster Sessions</p> <p>Parent sessions</p>	All nursery staff	Online Screening	RA and NG
<p><b>Language Development</b> (environment and adult interaction – through nursery and reception)</p>	CS	Children will have a language rich environment that supports their learning and language development. Adults support this learning through meaning talk and interactions.	<p>Evaluation of current classroom – Using ECCERS headings. (Dec 2022)</p> <p>Changed layout of Elm class, so that children have access to resources and dedicated focused spaces for play.</p> <p>Begun to add displays that highlight children’s learning and language. This is ongoing.</p> <p>Dec 2021</p> <p>Actions still to implement (by end of term 3)</p> <p>More maths language in the environment.</p> <p>More children’s voice within environment.</p> <p>Observations in other classes using ECCERS headings, to create and action plan for all EYFS classrooms.</p> <p>(March 2022)</p> <p>Deliver language development</p>	All EYFS staff	<p>By April 2022 observations of the environment will be language rich and support children’s development</p> <p>Observations of staff use of language and interaction March 2022</p>	CS



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			training to all EYFS staff Completed September 2021 Monitor impact of language development training in classrooms, using audit format (March 2022) – Plan next steps from this			
<b>Curriculum Development -</b> <i>(improving outcomes – child level, practice and provision + link to school development plan)</i> - <b>New curriculum</b>	CS	Staff are familiar with, and able to implement the new curriculum.	Key stage meetings, discussing progression frameworks and trouble shooting – ongoing throughout year. Several Key stage meetings in term 1 – looking at medium term plans based on progression framework and progression framework documents. (October 21) Complete all progression frameworks by april 2022 Dedicate Key stage meeting time to add content to progression framework documents as a team 4 meetings (April and May 2022) <ul style="list-style-type: none"> <li>- Have staff prepared to share before meeting time</li> </ul>	All EYFS staff	By July 2022 evidence of planning and practice following new curriculum	CS



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<p><b>Assessment</b> (improving outcomes – child level, assessment)</p> <p>The assessment process that links to the new curriculum will be fit for purpose and show all children’s progress</p>	CS	<p>To be able to monitor, document and see progress in all children’s learning including SEND.</p> <p>To use tracking documents to identify and address gaps in learning.</p>	<p>Develop new summative assessment tool in line with new Progression framework (September 2021) <b>Done KP</b></p> <p>Create a document that shows progress for those children that are not on track</p> <p><b>Done CS Dec 2021</b></p> <p>Discussions with staff on how to / best way to use document <b>Ongoing Jan 2022</b></p> <p>Provide training where necessary (ongoing )</p>	All EYFS staff	<p>Collection of data at assessment point</p> <p>Moderation at SAP 3 with all staff</p>	CS + GS
<p><b>Transition – (improving outcomes –child level)</b></p> <p><b>The transition between nursery and reception and reception and year 1 will focus on the continuation of a free flow approach, with well planned for continuous and enhanced provision.</b></p> <p><i>(Same as language and curriculum + continuous provision plan)</i></p>	CS	<p>Transitions will be smoother between key stages and children’s needs will be met, in turn leading to more meaningful teaching and learning and less behaviour incidents. Children will be given the opportunity to be creative and have choice in their learning.</p>	<p>CS to meet with VR and AW about developing a free flow approach to explore through year 1 and year 2.- July 21</p> <p><b>CS met with VR and AW. Discussed T4W and explore at length. Made plans on how to implement this through the explore topic. – There were reservations because of time constraints. But going to try a more play based explore, using challenges, and child voice reflection. Meeting fed back to GS. August21.</b></p> <p>CS to meet with Year 1 team and provide support and coaching in order to develop an open ended</p>	CS and class teachers	<p>Observations, reflections with staff.</p>	CS



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			<p>play based approach to explore.</p> <p>CS met with VR – discussed how to develop a more open ended approach to the afternoons, while keeping quality teaching and interactions. – September 21</p> <p>Email conversations and collaborative planning between CS and VR relating to planning for enhanced and continuous provision and explore. – discussed how to develop the skills the children need to write and talk in a play based and engaging way.</p> <p>VR said that the approach worked really well and children that would not normally mark make were engaged, talking and mark making.</p> <p>October 21</p> <p>CS to team-teach as required with KS1 teachers in order to support the implementation of continuous and enhanced provision through explore.</p> <p>CS spent a day team teaching with HG. – CS added in resources and modelled a more open ended approach to literacy and the afternoons.</p> <p>HG then sent planning docs to CS and advice was given on how to make this more play based and open ended providing choice for the</p>			



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			<p>children.</p> <p>HG said this really helped the children focus for longer periods and children such as RH seemed more settled and focussed.</p>			
<p><b>Leadership and Management</b></p> <p>To monitor practice and provision across the EYFS in order to identify strengths and areas for development and in turn improve outcomes for children.</p>	CS	To have an increased knowledge of practice across the EYFS, to identify strengths and areas for development.	<p>Observe in all classes using an appropriate observation/ audit tool (April 2022)</p> <p>Pinpoint strengths and areas for development and share with staff.</p>	CS	Reflective conversations and performance management	GS
<p><b>RWI</b></p> <p>Groupings and environment</p>	VR	To shape the RWI process in order for all children, including those with SEND to make progress.	<p>Use assessment data and knowledge of children to group accordingly.</p> <p>CS worked with VR to finalise reception groups after the December assessment to look at social emotional needs as well as sounds learnt.</p> <p>A group in year 1 and reception was created where children learn 1:1 with a teacher, and attention and listening is also worked on.</p> <p>Create an inclusive environment, where all children are able to focus, and make progress in phonics.</p>	CS		VR GS



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			<p>Since January children within the 1:1 group during phonics are making progress compared to between October and December.</p> <p>However the environment is still a little noisier than what would be ideal for these 1:1 groups. (Feedback from RWI coach)</p> <p>SLT – discussion on skilling up the other adults in the room to be proactive in managing behaviour and supporting play. (Link to language development and adult interaction) Jan 22</p> <p>Strategy from observations – to skill up other adults in the room to be proactive in managing behaviour and supporting play.</p> <p>Create a list of appropriate activities and tasks to be used in a free flow approach in KS1 during phonics time.</p> <p>Done Dec 21</p>			