Development Plan – September 2024 -July 2025

Responding to a changing educational landscape, and ensuring we continue to meet the needs of all children, we have acknowledged and agreed upon four long term school improvement priorities, that we will continue to work on and embed, (Where are we going?) and aim to make continued progress towards them between September 2024 and July 2025 through several objectives (How will we get there?), evaluating these against intended outcomes for July 2025 (What will this look like?).

Where are we going?	How will we get there?	What will this look like by July 2025
1) Strengthen the curriculum and opportunities for every 2-Year-Old, including SEND ensuring progress in all Prime Areas of Learning, these include Personal, Social and Emotional Development, Physical Development and Communication and Language.	a) Identify the gaps in the curriculum as a team utilising the skills and knowledge of the practitioners b) Embed the Early Years Conversation Project through working with Durham University and having leads in school to drive this c) Ensure the curriculum and teaching and Learning environment including continuous provision (children's independent play across the nursery and how this is planned and resourced) is reflective to meet the needs of every 2-Year-Old child and children with SEND, alongside the older children. d) Ensure the structure of the day provides opportunities for high quality interactions and challenge, through providing a dedicated space within each class to scaffold learning and development for all children.	• Shared ownership of expectations and agreed non-negotiables will lead to increased consistency and richness of learning environments, with increased consistency in teaching and learning approaches across the school. • Curriculum will be responsive to the needs of all 2-Year-Olds, with a particular focus on all Prime Areas of Learning. There will be greater opportunities across the curriculum including the outdoor environment. A clear structure and intent will frame the teaching and learning of group time sessions with increased knowledge from all practitioners. • Teachers alongside Early Years Practitioners will help inform all CPD, creating a greater knowledge and understanding which is embedded in the practice of all staff. As a result, all 2-Year-Olds including disadvantaged children and children with SEND make accelerated progress within all Prime Areas so that gaps between these children and their peers narrow.
2) Develop Mathematical subject knowledge of all staff to support children developing a deep understanding of numbers to 10	a) Further develop Maths Mastery for all staff, enabling them to view all children as competent and capable learners, and in turn provide rich challenge to extend problem solving and active thinking and learning from all children b) Utilise and share teacher knowledge alongside consolidated knowledge from practitioners that completed the Early Years Professional	• All children have positive dispositions and attitudes; willing to self-explore, problem solve and be active learners in their play in terms of continuing their mathematical understanding and development. • Staff identify opportunities to support mathematical development alongside other areas of the curriculum. They are knowledgeable of the EYFS framework for mathematics and the expectations for nursery aged children. • Staff feel confident when engaging with the children's play, providing clear opportunities that support and encourage problem solving, using trial and error and the ability to challenge themselves and others and

	Development Programme, identifying high expectations and non-negotiables. c) We will observe, plan, assess and support children in their play to extend current mathematical knowledge, encouraging them to absorb new experiences which will form strong foundations that can be connected to prior learning. d) We will develop a growth mind-set in all children through encouraging an 'I can do' attitude and demonstrating a culture of problem solving, 'having a go' and that is okay to 'learn from our mistakes'.	seeking support from those more experienced when needed. As a result of upskilling all staff to identify maths mastery in all areas of children's play will increase opportunities for the children to be critical thinkers, who embrace challenge and are able to think outside of the box, therefore becoming resilient life-long learners with a strong sense of belief. Parents /Families will be better informed how children develop their mathematical understanding at Pound Park and at home through attending workshops and stay and plays focused on developing and supporting mathematics through play.
3) Develop early reading skills, phonological awareness, and a pedagogical understanding	a) Ensuring that all staff are reading stories and singing rhymes to children, and they know this is always integral to their practice, including during continuous provision. b) Staff are maintaining reading corners daily. Texts to be changed/rotated on a half-termly basis ensuring core texts are featured and include a range of fiction, non-fiction and books to represent diversity and inclusion. c) Ensuring that age-appropriate core storybooks for two years olds are taught during group times and that they feature in every reading corner and in any spaces dedicated to their care in the provision. d) We will ensure that all teachers and EYP's are trained on the Little Wandle Foundations programme by the end of Autumn 1.	• Children have developed a love of stories and rhymes from an early age, developing their vocabulary and early reading skills. They not only listen to stories, but they will also independently access them in the reading corners and know that they can ask an adult to read to them at any time during continuous provision. • The youngest children can listen to familiar stories and are beginning to be able to retell familiar stories using familiar refrains and through their play. • Trained staff are confident to run whole class or small group phonics session in accordance with the Little Wandle phonics programme and can use knowledge and assessment to contribute to grouping children and teacher assessment. • Children leave Pound Park Nursery with a sound phonological awareness of pure single sounds and can identify the initial sound in words. Children that are more able can orally blend simple words. Those transitioning to our feeder schools using the Little Wandle programme will be familiar and confident with the routines of the programme.
4) Continue developing a deep understanding of Equality, Diversity and Inclusion and how this is	a) Implement the Race Equity plan, which aligns with the SDP allowing all staff to have a secure understanding of how	• An Equity plan will be an integral part of Pound Park, with clear actions to what the school governors and SLT are working towards and /or have already achieved. As a staff team we will look at the priorities

reflected in our curriculum, policies and ethos of Pound Park	we all can adopt a culture of inclusion and anti-racism within all aspects of school life. b) All staff and Governors to complete Hemisphere training, with the intent to feed into measurable change that will impact positively on the school community, policies, curriculum and ethos. c) Alongside the headteacher, both class teachers to engage with the MNS and GCSP Educate Against Racism (EAR) Research Project, focused on children's ethnic identity and sense of belonging. This project will be facilitated by Greenwich University. d) Having shared goals and objectives which form part of the Equity plan. Being reflective and communicating regularly as a whole team to achieve shared objectives and successes and identify areas of focus moving forward.	of the school, acknowledging our strengths and areas to be developed. Members of the team will take ownership over identified areas to be developed and share outcomes on a termly basis with SLT and governors. • All staff and Governors will have completed the Hemisphere training and be more informed regarding Racial Literacy and how this relates to all aspects of the Pound Park community and ethos. As a working party we can identify key aspects that need additional focus to ensure that we are being equitable in all areas of school life. • All children, staff and families will feel an increased sense of belonging, where they feel represented and valued as an integral part of the school community As a result of continuing the work as part of the Educate Against Racism Partnerships and incorporating an Equity Plan, all staff and governors will have an increased understanding of how we can adopt a more inclusive approach in all areas of school life and will continue action agreed plans over the course of the year, monitoring success and impact. Please see Equity Plan priorities 2024/2025 for further details.