



1. Healthy and Happy

Key Focus from Jersey Review Framework Pillars of the Curriculum: Development of the child; Entitlement; Equity; Quality	Key Objective (Specific aspects that require some improvement, taken from End of Year Statement)	How key objectives will be addressed, and improvements implemented?	Who will be leading (L) and who will be monitoring (M)?	Any cost implications / CPD?	What success will look like (i.e. Curriculum Teaching and Learning; Behaviour, Attitudes and Attendance; Personal Development; Leadership and Management)
Pillar 1: Development of the Child Pillar 2: Entitlement Pillar 3: Equality Pillar 4: Quality	EYFS Maths (6 months) To develop the outdoor Maths environment to maximise opportunities that enhance and reinforce children's learning.	<p>To enhance the outdoor Maths provision</p> <p>Undertake an audit of the EYFS outdoor maths provision using the Early Excellence guidelines. Feedback to EYFS staff on resources required and how they may be used.</p> <p>Monitoring Comments:</p> <p>Following acquisition of appropriate resources, undertake initial teacher observations using ECERS as a vehicle to evaluate practice and provision of Maths in the environment.</p> <p>Monitoring Comments:</p> <p>With further consideration of the ECERS rating scale, develop next steps for practice and next steps for the outdoor provision. Maintain this reflective cycle until the year end, through observations and pupil voice/assessments.</p> <p>Monitoring Comments:</p> <p>Working in partnership with Samares School Maths lead, with a combined focus of Maths in EYFS.</p> <p>Monitoring Comments:</p>	RLC (L) KH (M) 10th January 24th January 5 th /7 th February		<p>Curriculum, Teaching and Learning</p> <p>Well organised and stimulating indoor and outdoor learning environments are used effectively to engage, challenge, motivate and nurture all groups of children.</p> <p>The early mathematics curriculum provides a strong basis for more complex learning later.</p> <p>Teachers and support staff are knowledgeable about the areas of learning and child development. As a result, they provide appropriate learning opportunities which facilitate high levels of involvement and</p>

<p>Pillar 1: Development of the Child</p> <p>Pillar 2: Entitlement</p> <p>Pillar 3: Equality</p> <p>Pillar 4: Quality</p>	<p>EYFS Maths (6 months)</p> <p>To develop the Maths environment and plan opportunities for 'structured' sessions.</p>	<p>Strengthening the Early Years Maths Curriculum and Teaching</p> <p>To undertake an audit of the internal EYFS maths provisions, using the Early Excellence guidelines. Feedback to EYFS staff on findings and identify additional resources required to support teaching and learning.</p> <p>Monitoring Comments:</p> <p>Maths Lead and Headteacher to undertake initial learning observations, using ECERS rating scale.</p> <p>Monitoring Comments:</p> <p>Review Maths planning considering ECERS rating scale. Use the next step on the rating scale to develop practice. Share planning with the EYFS team.</p> <p>Monitoring Comments:</p> <p>Maths areas, including displays, are consistent in provision – RLC to address during KS meet.</p> <p>Monitoring Comments:</p> <p>Maths Lead (KH) to visit EYFS in d’Auvergne and at Samares to observe and monitor consistencies.</p> <p>Monitoring Comments:</p> <p>Karen Wilding training is undertaken by all EYFS staff.</p> <p>Monitoring Comments:</p> <p>Maths Lead (KH) to maintain a monitoring, evaluation and reflective cycle throughout the year.</p> <p>Monitoring Comments:</p>	<p>RLC (L) KH (M)</p> <p>11th October</p> <p>25th October</p> <p>25th October 8th November 13th November</p> <p>15th November 25th – 29th November</p> <p>25th – 29th November 9th – 13th December</p>	<p>Cost TBC – audit needs to be undertaken.</p> <p>Potential cost implication for Karen Wilding training.</p> <p>Maths shed.</p>	<p>effective interactions. This means that staff check children’s understanding and identifying any misconceptions, adapting their teaching as necessary.</p> <p>Children benefit from playful, meaningful and purposeful learning across the curriculum. By the end of the phase, all groups of children achieve well. They are well prepared for the transition to Year 1, with the knowledge and skills they require.</p>
---	---	--	--	--	--

<p>Pillar 1: Development of the Child</p> <p>Pillar 2: Entitlement</p> <p>Pillar 3: Equality</p> <p>Pillar 4: Quality</p>	<p>Maths computation</p> <p>To significantly improve the fluency and accuracy of computation knowledge and skills across the school.</p>	<p>We will create a systemic approach to the teaching of Arithmetic.</p> <p>Analysis of school attainment data – PUMA / Arithmetic Y6 tests.</p> <p>Monitoring Comments:</p> <p>Maths Lead (KH) to deliver staff meeting on the following plan for arithmetic: https://docs.google.com/presentation/d/18tXOsPIGdnsiriZUe9ZH31YIqCQnt_mYJhBFsXVARbl/edit</p> <p>Monitoring Comments:</p> <p>Introduce staff to new resources being used in Arithmetic agenda (Fluent in 5 and Testbase) through Lunch and Learn.</p> <p>Monitoring Comments:</p> <p>Introduce ‘Times Table Champions’ to staff and to children. Lunch and Learn with Year 2,3,4 staff. Assembly time with children – Monday morning.</p> <p>Monitoring Comments:</p> <p>Share ‘Home Learning’ strategy with whole staff and our rigorous expectation of its implementation</p> <p>Monitoring Comments:</p> <p>Arithmetic session observations in KS1&2. Specific focus on use of Fluent in 5 and modelling of key skill.</p> <p>Monitoring Comments:</p> <p>Feedback from Arithmetic observations to each year group.</p>		<p>Learning</p> <p>Most pupils understand how and commit to improving their work. They are given time to apply and extend their knowledge and understanding in new ways and to practice key skills across a wide range of subjects.</p> <p>Typically, ... in mathematics ... most current pupils make consistently strong progress. All groups of pupils are supported to develop secure knowledge, understanding and skills considering their different starting points.</p> <p>Curriculum</p> <p>The curriculum is sequenced to build systematically and coherently on pupils’ existing knowledge, skills and experiences to secure progression as they move through the school.</p>
---	---	---	--	--

		<p>Monitoring Comments:</p> <p>Book look with children. Pupil voice.</p> <p>Monitoring Comments:</p> <p>Share Teacher Voice Survey, which will identify our points for development and highlight what is going well.</p> <p>Monitoring Comments:</p> <p>Analysis of pupil voice and teacher responses.</p> <p>Monitoring Comments:</p> <p>Analyse arithmetic scores and home learning engagement. Share with SLT half termly.</p> <p>Monitoring Comments:</p>			
--	--	--	--	--	--