

Park Hill Infant School Priorities for 2021 /2022

What are we working on this year?	What is the goal?	How will we achieve it?
<p style="text-align: center;"><u>QUALITY OF EDUCATION</u></p> <ul style="list-style-type: none"> ● To further enrich / adapt our curriculum with a focus on pupil well-being and establishing / re-establishing routines that were different due to Covid during 2021. <p>E.g. Learning to Learn, collaboration / socialisation with other classes and year groups, visits / enrichment, assemblies / performances, parental involvement</p> <ul style="list-style-type: none"> ● To re-focus our highly effective key principles of teaching and learning appropriate to our school, due to disruption by Covid19), through: <ul style="list-style-type: none"> - Focus on metacognition - Superskills for learning - Growth Mindset - Self / peer assessment - Values 	<ul style="list-style-type: none"> ● Pupil well-being / mental health is fully supported by the broad curriculum with emphasis on Personal Social Health Education and Social Moral Spiritual Cultural areas, to continue the recovery process ● Pupils feel safe and nurtured, enabling them to make effective progress and to catch up on lost learning through the use of our adapted / enriched curriculum ● Enhanced cohesion in the school community due to re-established assemblies, parental involvement and whole school activities ● All pupils are equipped with the key knowledge they need to move forward and to make progress, ready for their next stage of education, after the disruption of Covid 19 	<ul style="list-style-type: none"> ● Continue to employ additional intervention teacher ● Comprehensive programme of research-based intervention programmes led by intervention teacher / senior staff ● Intensive Early language intervention (NELI) to continue for Year One, and for identified reception pupils ● Ensure all pupils, where applicable are in interventions (including support and booster). Children identified and signposted accordingly ● Subject Leaders / Year Group Leaders to plan opportunities for further enrichment – visitors and visits to further enhance the teaching and learning of their subject ● ‘Helicopter stories’ project, (children create stories verbally, adults scribe and peers role-play),in Reception – supporting children’s confidence and language development ● Re-establish parental involvement in learning. E.g. Terrific Tuesday, Wonderful Wednesday, Thrilling Thursday, family curriculum workshops, Headteacher Award assemblies, information workshops, open classroom etc ● Simple practical strategies will be given to parents / carers suggesting ways they can support their child’s mental health and well-being ● Continued emphasis on mindfulness, well-being and promoting positive mental health across the school ● Continued promotion of our school’s five core values promoted in every day school life – <i>Honesty, Kindness, Courage, Positivity, Respect</i>

BEHAVIOUR AND ATTITUDES

To re-focus playtimes, as the school has previously been working in small bubbles. Children now have the opportunity to mix more widely in the playground.

- Children are calm and happy, and engaging in stimulating physical activity at playtime, where appropriate
- Explicit expectations across the whole school ensure cohesive and structured school routines are in place allowing children to feel safe, secure and confident to learn.
- Pupils will experience calm and happy playtimes and lunchtimes which enable them to reintegrate into school life outside of the classroom
- Gather pupil Voice: What would improve play times? School Council and class questionnaires to provide feedback for planning
- LSA's and PE Leader organise play leaders.
- Re-design quiet areas and order resources
- Year group assemblies – What makes purposeful playtimes? What's good about playtimes now? What would make them better? Any worries about playtimes?
- Utilise the Sport Premium Funding effectively to purchase playground resources, create extra outdoor area at the back of reception and redesign quiet area
- Adults to re-establish and ensure high standards in routines e.g. playtimes, assemblies, dining hall etc

PERSONAL DEVELOPMENT

To re-establish high levels of pupil well-being / positive mental health including helping children to self-regulate, be emotionally literate and understand and express their feelings.

To encourage pupils to build positive relationships – refocus on socialisation, sharing, turn taking and conflict resolution.

- There is a calm, positive atmosphere in the school
- Children show self-awareness of their feelings / emotions and will be able to effectively verbalise how they are feeling.
- Children will know how to self-regulate ensuring they are calm and happy in the school environment, and able to ask for help if needed
- Children and adults will understand and demonstrate the school values - Kindness, Respect, Positivity, Honesty and Courage and will use these values in their daily life
- Class sessions continue to focus on well-being and mindfulness (Flip -your-lid, resilient thinking, thinking traps), and include stories which identify specific emotions and values
- School counsellor / Nurture Support Mentor (NSM) to provide additional 1:1 / small nurture groups for those families/pupils who require support
- 'Daily Pause' to be continued in all classes as a daily mindfulness activity
- Wellbeing strategies to be embedded in every class as part of the SMSC curriculum. (Balloon breath, ABC, name your emotion, Tribal classroom etc.)
- 'Anti-Bullying Week – One Kind Word' from November 15th to the 19th
- Children's Mental Health Week will take place from February 4th to February 11th – parent workshops, mindfulness art, meditation etc.
- Every opportunity will be taken to promote self-regulation e.g. controlling emotions helping pupils to manage and organise their thoughts and convert them into skills used for learning

<p style="text-align: center;"><u>LEADERSHIP AND MANAGEMENT</u></p> <p>To embed existing and new strategies to maintain/improve staff wellbeing/reduce staff workload, support mental health and further improve teamwork and relationships within the school.</p>	<ul style="list-style-type: none"> • The school provides a supportive working environment where all members of staff are supported and valued • Coaching and mentoring between senior and middle leaders • All staff will be given individual feedback on specific role and will be clear about areas of strength and development, linked to appraisal. They will be paired with other staff in a coaching/mentoring situation, using and spreading existing talent and developing new outstanding practice • Flu jabs offered to all staff • Mindfulness days / training for all staff • Regular 1:1 sessions for all staff with leaders focussing on workload and well being • Team building activities planned for all staff • Staff insurance provides free physiotherapy, medical appointments, counselling etc for staff who feel they would benefit
<p style="text-align: center;"><u>EARLY YEARS</u></p> <p>To adapt the Early Years Curriculum in light of national changes to the Statutory Framework of the Early Years Foundation Stage and Development Matters.</p>	<ul style="list-style-type: none"> • All pupils are equipped with the key knowledge and skills they need to make progress and to be ready for the next stage in their education. • Early Years (EY) leader to adapt the long term/medium term planning and EY curriculum • Class teachers to adapt weekly planning in line with new curriculum • EY leader to attend necessary training and CPD including EYFS forums and network meetings • EY leader to deliver training to all EY staff regarding new curriculum and new ELGs • EY leader to deliver whole school training during Inset and support subject leaders to understand the progression from EYFS to KS1 in their subject area • New Baselines to assess children are completed within the first 6 weeks of children joining school