

YR	July 2017		Action	Outcome	Resources	Timeline	Review date and comments	Next Steps	
Date	Identified Priority	What do you want to achieve?	What do you want to do?	What will it look like once it has been achieved?	How will you do it? Who is involved? What/who do you need to support this improvement?	When will this happen and how long will it take?	What does it look like now? Has the outcome been achieved?	Now, what will you do?	ACE contact/other professionals comments
23.9.16	Learning and Development	Children to be more confident using mathematical language within their everyday activities.	Children to be using mathematical language regularly within their daily learning with a clear understanding able to answer how and why questions.	Children confident and more able in numeracy ready to move on to the national curriculum. All adults to be consistent and role model appropriate language.	Numeracy Coordinator to support with team meetings, moderate with Y1 team to share good practice. Use relevant training course information and activities to develop children's confidence in using mathematical language.	End of the Spring Term to beginning of the Summer Term. Assessments carried out ready to support transition process to Y1. Meeting with Head Teacher, Numeracy Coordinator and Preschool to discuss area.	Very low baseline in numeracy both number and SSM. Observations are low in numeracy as a whole. This is represented across the school.	Inviting the parents in to 'Come and Learn Maths through play' with their children using practical activities which they can undertake at home with their children. Lots of practical activities on offer throughout the day adults role modelling mathematical language.	
		Developing new team in Reception creating a strong and consistent	All members of staff to work together as a united team,	Consistent approach and high expectations in	Reception team meetings, EYFS Lead to	As soon as possible to ensure the children have	NQT and Apprentice learning expectations of	Provide support and role model for those new	

		approach to teaching and behaviour.	supporting each other and providing opportunities to role model behaviour strategies and new teaching techniques.	relation to behaviour. Children role modelling how to behave, expectations as well as demonstrating their different learning styles.	meet with Preschool Manager and Head Teacher half termly. NQT to have opportunities to observe other classrooms and experienced teachers. Inclusion Manager to support when required.	the start required to support their learning and development. Also it will build confidence and self-esteem of new team members who are learning new skills.	classroom and school as well as developing team work skills and confidence in challenging situations. At the moment moving in the right direction with lots of observations and support for both new members enabling them to develop their skills and learning.	members of staff. Ensure there is lots of opportunities for visiting other schools and observing behaviour management strategies. Everyone to continue to be positive.	
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Objective 1

- 2Simple evidence has grown to show how children using mathematical language within their own role play and imaginative experiences.
- Positive response to 'Parent Come and Learn' for maths - lots of parents spoke of how they didn't know how to make maths fun and what different practical activities could be created for their children to develop mathematical language. Provided them with a questionnaire about their experience of coming for a maths fun day and lots of positive responses as well as giving examples of what they are doing now at home to support their children's language skills to develop further.
- Within the classroom children exploring mathematical activities freely and able to incorporate language from own experiences naturally.

- Whole school focus to engage the parents in learning maths in a fun way - Parent Challenge - practical activities whereby they are given a focus and they can with their child create something (project, model, craft, video) to show their understanding of mathematical language. Reception had a fantastic turn out and parents really engaged, found it an enjoyable experience and were pleased to be included in their child's learning.

Objective 2

- New members of the team have settled in very well. Everybody working well together, using consistent and familiar strategies which the children are aware of and understand.
- Exciting new learning which motivates and challenges both the children and staff to learn and develop.
- NQT is teaching good lessons regularly and has built strong relationships with the team especially those who support the children when struggling. She has created positive relationships with the parents as well, regularly taking part in Parent Open Days - helping them to understand how children learn through play as well as preparing them for their child's next stage of development.
- Lots of observations of more experienced staff has supported and guided both NQT and apprentice to become and flourish into strong and good teachers whose focus is on developing the children and providing positive experiences for them to develop.
- Behaviour management strategies have been developed; all the team work well to support each other as well as the children and parents. Consistent and familiar strategies are used regularly so that the children understand the expectations upon them, but include new ones when feel ready to challenge them further.